DOCUMENT RESUME

ED 074 669 EC 051 567

TITLE	A Comprehensive Plan for Special Education.
INSTITUTION	District of Columbia Public Schools, Washington, D.C.
PUB DATE	Sep 72
NOTE	159p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Administrative Organization; Educational Objectives; *Exceptional Child Education; Goal Orientation; *Handicapped Children; Personnel; *Program Proposals; Public Schools; School Services; Special Classes; *State Departments of Education
IDENTIFIERS	*District of Columbia

ABSTRACT

The comprehensive plan for special education in the public schools of the District of Columbia explains program goals, objectives of an outreach program designed to aid in the identification of preschool and school age populations requiring special services, the organizational structure of special educational programs and services, and procedural steps and due process connected with any alteration of the basic instructional program which is regularly provided for the majority of students. Also considered are departmental responsibilities and coordination, interagency responsibilities and coordination, and departmental relationships with colleges and universities. Short- and long-range objectives, staff development priorities, personnel assignments, costs, and services delivered are discussed. The summary of departmental programs and services, which comprises the bulk of the document, describes an organizational structure involving levels of service determined by the nature of the setting in which the service is offered. It is noted that programs at all levels are designed to maintain a large percentage of children with special needs in regular classrooms, and to allow for partial integration and ongoing reassessment of the remaining children with the intention of returning them to the educational mainstream as soon as possible. (GW)

FILMED FROM BEST AVAILABLE COPY

ED 074669

A COMPREHENSIVE PLAN FOR
SPECIAL EDUCATION

Public Schools of the District of Columbia

Hugh J. Scott
Superintendent of Schools

September 1972

EC 051 567E

A COMPREHENSIVE PLAN FOR
SPECIAL EDUCATION

Public Schools of the District of Columbia

Hugh J. Scott
Superintendent of Schools

September 1972

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

COMPREHENSIVE PLAN FOR SPECIAL EDUCATION

TABLE OF CONTENTS

INTRODUCTION

PART I Goals and Conceptual Thrusts

PART II Outreach Objectives and Approaches

PART III Programmatic Services

PART IV Procedural Steps and Due Process

PART V Intra-System Departmental Responsibilities and Coordination

PART VI Inter-Agency Responsibilities and Coordination

PART VII Relationships with Colleges and Universities

PART VIII Short and Long Range Objectives

PART IX Staff Development - Priorities and Approaches

PART X Categorical Breakdown of Services Delivered and Personnel Assigned

PART XI Cost Analyses

APPENDICES

A. Rights and Procedures

B. Abstracts of Summer 1972 Staff Development Activities and Suggested Outlines

C. Certification Licenses for Teachers of Special Education

D. Monthly Report of Special Education Services Delivered to Schools

E. School Health Programs

F. Special Education Budget

INTRODUCTION

The comprehensive Plan for Special Education in the Public Schools of the District of Columbia represents far more than just a statement of reform and renewal in the area of special education. The plan speaks to the fundamental right of every child to equal educational opportunity. This goes beyond the provision of special education and special educational services. A rationale is presented that seeks to provide a foundation for efforts by the school system to bring into reality the concept of equal educational opportunity. Thus, the emphasis is repeatedly focused on the need for a systematic approach to the provision of instructional services as well as those critical non-instructional services without which formal instructional processes would be rendered inadequate.

Special education is being presented with a new thrust. No longer can we justify the massive and sometimes arbitrary isolation from the regular educational setting of youngsters who may have major or minor intellectual handicaps or who are impeded in their growth and development by either permanent or temporary psychological, physical or sociological factors. The new thrust presented here stresses continuity and appropriateness of educational programs in the determination as to whether or not the school system is meeting its responsibility in fulfilling each child's fundamental right to equality of educational opportunity. The school system is, in effect, committing itself to the premise that its function is to provide appropriate instructional experiences for all youngsters of school age in a manner that is consistent with their general and individual needs.

Certain practices with regard to students who have been labeled as mentally or physically handicapped illustrate vividly the fact that the school system has ignored or failed to put into practice a very basic principle: All children are entitled to the best possible publicly supported education which is appropriately responsive to their individual needs and which vigorously seeks to maximize the development of their innate potentialities. This plan seeks to offer a more relevant philosophical foundation for our endeavors as educators and to present a programmatic effort that integrates special education into the system and brings into actuality the tenets of equal educational opportunity and due process.

PART I

CONCEPTUAL THRUST

Whether the exhibited abilities of students are close to the norm or vary widely from it, they are entitled to the best possible publicly supported education - an education that is appropriately responsive to individual needs and that vigorously seeks to provide opportunities for each child to develop to his maximum potential. The Public Schools of the District of Columbia are committed to the policy that no child, because of physical, psychological, sociological or intellectual impediments, shall be denied equality of educational opportunity.

The various factors which may serve as impediments to educational progress--be they of a temporary or permanent nature or major or minor in severity--shall not be permitted to prevent a child from receiving a publicly supported program of instruction designed to enhance to the fullest the development of his potentialities. The quality, quantity and intensity of services and resources supplied by the school system should be provided to children according to their individual special educational needs. Legitimacy is only established in the provision of equal educational opportunity when it can clearly be demonstrated that each child is given every possible opportunity to develop his potentialities to the fullest. Anything less than this represents a denial of full access to equality of educational opportunity.

Educators in the 70's are being forced to take a close look at special education and the practices, policies and relationships which affect the well-being and fullest development of children who deviate significantly enough from their peers to require special educational services. The major thrust in special education shall be one allowing the student to be maintained in the mainstream of education by providing him with sufficient educational support.

Currently, however, there is a prevailing tendency to place categorical labels on children, labels which carry negative connotations. This labeling has placed too great an emphasis on impairments, handicaps and disabilities. Emphasizing those conditions and factors which have an impact on the efficacy of instruction and serve to limit a child's educational progress is more appropriate than categorically labeling individuals as problems.

The recent focus on the vast needs in the area of special education has led to increased funding but has done little to improve many of the attitudes toward it. Increased funding for special education has been accompanied by an increased tendency to remove from the regular classroom children who require special services. Far too many educators and lay persons remain convinced that these students requiring special education are "abnormal" and should be separated from "normal" children for extended periods or permanently.

Special education services are defined as those services provided to students and teachers when the individual learning needs of the students in affective, cognitive or psychomotor areas are exceptional enough to require professional assistance above and beyond that which can be provided by the regular classroom teacher if the learner is to progress at his optimum rate. Thus, special education consists of a continuum of services that are offered to the exceptional child directly or to the teacher who will assist the child in rectifying or compensating for various psychological, sociological, physical or intellectual factors which may dictate a need for temporary or continuing assistance. The term "exceptional" is used in this document to refer to the class of students described.

Special education services shall take into account accomodation of the individual educational needs of each student as exhibited in his learning behavior and style. When appropriate,services will be provided to the child at his regular school unit, preferably in his classroom. An effective delivery system of specialized services at the local school level should sharply reduce the necessity for the removal of a child from his regular school unit in order to secure the needed special educational support. If the school system presently had the capacity to deliver specialized services in a manner consistent with sound educational methodology, only a small percentage of those students who are now labeled as "physically handicapped," "mentally retarded" or "emotionally disturbed" would require placement in an educational setting other than that of the local school unit. Contemporary education should have long since passed the period when it was considered acceptable to isolate children who need either temporary or continuous special educational assistance.

The school system shall not make placement determinations consistent with the premise that being different or in need of special assistance is, in and of itself, justification for the transfer of the student from the regular classroom setting. Furthermore, when partial or full-time services can only be provided in a special educational environment outside of the regular classroom, such arrangements shall be approached as temporary, and the goal shall be to return the child to the mainstream of education as soon as possible.

PART II

OUTREACH OBJECTIVES AND APPROACHES

The school system has initiated a more coordinated and inclusive program of internal and external outreach identification. This imporved program is designed to provide a more accurate and prompt identification of both the potential pre-school age population that will require special educational services and the existing school age population that is or is not receiving such services either in public or non-public facilities within the District of Columbia. Such a program will enable the school system to plan more effectively the scope and direction of its services, as well as to monitor those services provided by agencies and institutions other than the public schools.

The Department of Pupil Personnel Services has the overall responsibility for directing the outreach efforts with other appropriate units within the school system providing the necessary assistance. The outreach effort of the school system will primarily be incorporated into the following approaches:

1. Spot announcements will be broadcast on major radio and television stations requesting that citizens assist in the system's outreach effort by contacting the attendance section of the Department of Pupil Personnel Services if they are aware of any children, including those of pre-school age, who may need special educational services and are not at the present time receiving them. This plea for public assistance will also be placed in the form of classified ads in the two local daily newspapers and the semi-weekly newspaper, The Afro.

   This effort will be conducted on a quarterly basis, beginning in November, 1972.

2. All agencies of the District Government that provide instruction for school-age children shall submit bi-annually a report of those children for whom they are providing both regular and special educational services. This list shall include the name of the child, date of birth, address and telephone number, name of parents, and services rendered.

3. All non-public schools and other non-public units which provide special educational services for school age children who are residents of the District of Columbia shall submit a bi-annual report providing the names of such children and other appropriate data as indicated in Number 2 above.

Part II

Outreach Objectives and Approaches (continuation)

4. All schools, agencies and/or institutions both public and private shall be required to inform the Attendance Section of Pupil Personnel Services of the D.C. Public Schools of any change in the enrollment status of students in their charge who are residents of the District of Columbia. This notification is to be processed within ten days of the change.

5. The Attendance Section of the Department of Pupil Personnel Services shall have the responsibility for conducting an annual city-wide census of all children between the ages of 3 and 18 years residing in the District of Columbia. Funds will be requested of the Congress to cover the expenses associated with the conduct of such a census.

6. In accordance with the quarterly outreach effort of the school system conducted via the various news media and in support of the daily referral processes of the school system, the Department of Pupil Personnel Services shall intensify its efforts in the identification of children enrolled in the public schools who are not receiving appropriate special educational services. Principals, teachers, counselors and other personnel, shall expand their referral efforts during the quarterly outreach periods to close further gaps in needed services to exceptional children.

7. The Department of Special Education shall submit quarterly reports that provide a comprehensive presentation of the number and kinds of exceptional children receiving special educational services, full-time or part-time, in all regular and special facilities of the public schools. These quarterly reports shall be submitted to the Department of Pupil Personnel Services, Deputy Superintendent for Educational Programs, Associate Superintendent for Planning, Research and Evaluation, and Superintendent of Schools. These comprehensive reports shall begin October 1, 1972.

Part III

SPECIAL EDUCATION: PROGRAMMATIC SERVICES

This section is addressed to an articulation of the spectrum of Special Programs and Services offered in the Department of Special Education consistent with the philosophical and conceptual thrust of the Department. (See Part I). The organizational structure and the operational models are designed to place an emphasis on the nature and quality of the delivery systems of programs and services rather than categorizing and labeling types of children. This conceptual and organizational structure is consonant with contemporary Special Education theory in the field as well as being the most appropriate special education strategy to meet the needs of the children in the District of Columbia Public Schools.

In order for one to understand clearly the contemporary conceptual basis for this spectrum of special programs and services they must be cast in the light of traditional Special Education theory and practices. Historically, Special Education has been addressed, by professionals and laymen alike, to a highly specific population of children being served in highly visual and easily administratable educational units known as special classes or special centers. The specific population of children to be served was identified through the use of a diagnostic model which was essentially medical and para-medical in nature. The diagnosis followed a "disease/disability model" which led to the categorization and labeling of children in a classification system which had little or no relevance in respect to the educational needs of children. Thus, the assignment of a diagnostic label to a child (i.e., "mentally retarded" "emotionally disturbed", "physically handicapped", etc.) in no way speaks meaningfully to the question of how that child should be educated or from which program he should receive service. The professional educator is still faced with questions such as, "How do I go about teaching this child?" "How do I structure the curriculum for this child?" "By what modalities does he best learn?" "What are the educational media that can be utilized to raise the probability that he will attend to the educational task?"

The kind of traditional diagnostic services, which has led to the categorizing and labeling of children, has also led to the systematic establishment of special educational programs organized around the traditional label or classification. Thus, most school systems have had special educational programs for "the mentally retarded" or for the "emotionally disturbed", etc.; most often these programs consisted solely of the special class or special center designed. Even in those cases in which the school system offered other programs designs (for example, itinerant services) such programs were organized around the etological label rather than structured with the framework of the nature of educational service rendered. Such diagnostic practices and such subsequent program designs hold the child responsible for whatever school difficulties or failure he may experience; that is, a school problem occurs because the child is "mentally retarded" or "emotionally disturbed", etc.

Subsequent placement in the special class or special center program design has been, in fact, a confirmation of the attitude and belief that the educational needs of like-kinded children, on one dimension or another, can be met best by grouping them together. Such program designed grouping has resulted in the extrusion of significant numbers of children from the mainstream of educational processes. In some instances, this Special Education practice has led to the total exclusion of children from publicly supported education; for if a school system did not have a special class or special center program for a particular "category of child" it was deemed necessary that the child remain out of school all together.

Contemporary professional literature in the field -- of both a polemic and research nature -- has been increasingly intensive in its criticism of the historical Special Education theory and practice summarized above. In addition to contemporary legal consideration for the basic civil rights for all children, the professional community has become increasingly concerned with several issues. For example, what happens to the self-concept of a child who is subjected to the dehumanizing and stereotyping effects of the labeling and categorization process? Likewise, professional educators are becoming increasingly more sensitive to the phenomenon of the "self-fulfilling prophesy" in which the labeled child takes on all the characteristics usually associated with that label in spite of the fact that he may not have possessed them previously. Increasingly, professional educators are becoming aware of the peer group problems which are created when responsible adults attach a stigmatizing label to a child. Most importantly, professional special educators are becoming increasingly aware of the fact that we can no longer allow such traditional diagnostic processes to serve as the basis for the determination of the nature of the educational service to be rendered.

Throughout this self-critical process the Special Education professional community has maintained its acute awareness that children with special educational needs do exist in public schools. The problem facing special educators throughout this country is the establishment of creative innovative delivery systems (program designs) which will meet special needs of children in public schools without invoking the debilitating effects of the traditional practices of Special Education. We believe that the spectrum of the Special Education Program and Services, as detailed in this section of the Comprehensive Plan, represents the attainment of a major intermediate objective in our long-range goal of providing exhaustive services for all children with special educational needs within the D. C. Public Schools. We are fully aware of the fact that there remains a very small percentage of children whose educational needs will have to be met through our Tuition Grant Program. The Board of Education has allowed for an increased allotment for this budget item to insure that all children are included who need this service. However, we are fully convinced that the program design detailed in the following pages will this year provide for a great majority of children with special needs in the schools. In addition, where gaps do exist, the conceptual design and organizational structure of our program allows for the convenient addition of programs as monies, personnel, and leadership becomes available for the implementation of such programs.

We are acutely aware of the problems encountered when a major urban school system attempts to change its philosophical basis and operational procedures from an historical approach to a contemporary system. Such efforts do indeed demand massive re-training for the Special Education staff, regular classroom teachers and administrators, parents and the community at large. Likewise, we are cognizant of the need for continual recruitment of qualified staff and leadership personnel throughout all levels of programs. Finally, we recognize the need for reprogramming and re-allocations of budget priorities. However, the Board of Education and the administration of the D.C. Public Schools are committed to the accomplishment of all long-range objectives. (It is interesting to note that in a similar attempt to change the total thrust of Special Education services, the State of Maryland has allowed for a time frame of approximately ten years).

A considerable concern relates to providing compensatory educational experiences for those children who may have been excluded from school for a length of time. The entire spectrum of Special Education Programs and Services is available to these children as well as to all other children with special educational needs. However, it is anticipated that such children will have needs for special educational assessment and evaluation procedures to determine appropriate program placement. Consequently, the initial placement for such children will be in the Non-Categorical Learning Centers. Subsequent placement of these children will be made solely on the basis of their educational needs and the determination of how these needs can be met in other Special Education programs or in the regular classroom setting.

An additional aspect of Special Education programming is our concern with medical screening and health services specifically for Special Education and as these services related to and are dove-tailed with those provided for general education. The details of this health plan for all children and for students in special education are given in Appendix E of this Comprehensive Plan.

A summary of departmental programs and services is given in the following three pages. The organization structure reflects program grouping in levels of service -- ranging from Level I through Level 10. These represent programs and services offered grouped around the nature of the setting in which the child receives the service arranged on the criteria of the "distance" of the program offering from the mainstream or regular classroom. (The singular exception is Level A, High Impact Pre-School, a federally funded program.) Thus, Level I represents a program offering of mild supportive help to the child in the regular classroom. Level VI represents programs for children in special self-contained classes or stations contained in regular schools. Level IX represents tuition grant services provided in private schools for children who have handicapping conditions for which the D.C. Public Schools have no programs at the present time. This schematic design, then, provides special educational services for all children in the D.C. Public Schools with special educational needs.

Of particular importance is the observation that Programs in Levels I, II, and III are all designed to offer services to the child for the specific purpose of maintaining a highly significant number of children with special needs in the mainstream of regular classroom placements.

Likewise, a high priority position is made in subsequent program levels for partial integration in the mainstream and for on-going reassessment procedures for purposes of returning children to the mainstream from segregated programs when such return is in the best interest of the child, based upon his educational needs.

A statement of general teacher competencies required for professional performance in all levels of programs is given on pages 4a and 4b. Following each program is a statement of the teacher competencies expected of persons working in that specific program in order to actualize the conceptual thrust outlined here.

COMPETENCIES REQUIRED OF ALL SPECIAL EDUCATION TEACHERS

In order to effectively carry out the stated goals and objectives of the Department of Special Education each teacher should demonstrate the knowledge, attitudes and skills necessary to:

Communicate verbally the conceptual thrust,goals and objectives of the Department of Special Education as spelled out in the Comprehensive Plan of Special Education

Describe the organizational structure of the Department of Special Education including the names and responsibilities of each supervisor and administrator within the specific chain of authority to the teacher.

Explain the objectives of his/her program of service

Give in his/her own words an accurate definition of each of the educational strategies applicable to his class or student assignments

Create an environment in the classroom or Resource Room in such a manner as to stimulate and motivate learning in the students attending the room

Assess the pupils' strengths and limitations in cognitive, perceptual, motor, and social areas to specifically prescribe the necessary curriculum and instructional experiences necessary to remediate and advance the pupils' learning

Make effective home visits and conduct counseling sessions with parents of exceptional children to obtain and impart the data necessary for effective teaching of these students

Evaluate each student's progress in academic, social and physical development and to be able to report this progress meaningfully to the student, other teachers, the parent and the administration

Competencies Required of All Special Education Teachers- 9continued)

Be sufficiently familiar with the D. C. school laws, regulations and policies to insure the safety, personal integrity and maximum benefits for the pupils and their parents and the school program or service

Establish rapport and interact with the total school staff guided by the knowledge and theory of interpersonal dynamics

Locate, select, order and utilize the books, instructional aids and supplies as well as the audio-visual hardware which have been found to be effective in teaching students who have learning and/or behavior problems

Facilitate the return of students to the mainstream

Understand the cultural and historical roots of all students

Utilize curriculum, methods and materials specifically available according to the nature and needs of the population.

LEVEL	SPECIAL EDUCATION SETTING	PROGRAM TITLE
A	Non-categorical Pre-school program for exceptional children will provide early identification and early integration of children into the mainstream.	1. Hi-Impact Pre-School (Federal Funds).
I	Students in regular classes, their teachers and other relevant personnel will receive general support from the joint efforts of Special Education and Pupil Personnel Services.	1. Educational Assessment Team.
II	Students in regular classes; their teachers and other relevant personnel will receive specific support from school based specialist.	1. School based Program (Elem. & Jr. High). 2. Crisis Resource Program (Jr.High). 3. Guided Group Interaction (Sr. High).
III	Students in regular classes; their teachers and other relevant personnel will receive specific support from an Itinerant teacher and diagnostic specialists. (During the initial months of the 1972-73 school year the Mobile Diagnostic Team will focus its services on children in special stations/classes for appropriate placement and educational programming; thereafter such diagnostic efforts will be re-directed to children in regular classroomsneeding this service.)	1. Mobile Diagnostic Team. 2. Mobile Crisis Team (Elem.). 3. Itinerant Vision (Elem., Jr. & Sr. High).
IV	Students in intermediate special educational program of instruction at home or in the hospital setting. a. A student who is out of school for physical reasons. b. A student who is out of school for discipline as directed by the Superintendent.	1. Visiting Instruction Corps (Elem.,Jr. & Sr. High).

LEVEL	SPECIAL EDUCATION SETTING	PROGRAM TITLE
V	Students in part-time special classes.	1. Learning Centers (Federal Funds Title I) at Military Road & Simon Schools.
VI	Students in full-time special classes in regular elementary schools (integration into the mainstream of education on a continuing basis according to individual needs).	1. Special Stations (Visually Impaired, Retarded).
VII	Students in full-time special classes in Special Education Centers.	1. Webster School for Girls. 2. Center for the Visually Impaired (Jackson). 3. Sharpe Health School, Center for the Physically Handicapped. 4. Profoundly Retarded (Sharpe School). 5. Morse Crisis Intervention Center. 6. Pierce School Job Development and Evaluation Center. 7. Centers for the Trainable Mentally Retarded (Lee, Richardson, Lenox). 8. Center for the Hearing Impaired (Grant). 9. Blair Sheltered Workshop Center.

LEVEL	SPECIAL EDUCATION SETTING	PROGRAM TITLE
VIII	Students in full-time classes in Day Care and Treatment facilities.	1. Mental Health Station.
IX	Students whose educational needs cannot be met, at this time, by public school special educational programs. a. Provision of special teachers. b. Provision of direct tuition grant to the facility.	1. Tuition Program
X	Exceptional students in Human Resources, Private, State facilities.	1. To be developed during the 1972-73 school year, D.C. Public School, Dept. of Special Education Program Evaluation Committee: a. Teacher Certification. b. Program Certification.

PROGRAM TITLE: HIGH IMPACT PRE-SCHOOL FOR CHILDREN WITH SPECIAL PROBLEMS
(A federally funded program)

PROGRAM LEVEL: A

PURPOSE: To provide individualized instruction and experiences to pre-school aged children who are perceived to need special educational assistance in general communication, emotional, perceptual, intellectual, social and physical development.

OBJECTIVES: To create an educational program involving strategies which will provide a maximum of individualized instruction in specific areas such as music and body movement.

To provide a series of Learning Settings, based in neighborhood schools and designed to meet the learning and behavioral needs of the children.

To stimulate the interest and skills of parents in understanding and aiding in the development of their children.

To disseminate information regarding procedures and results of the project to the community in an effort to seek better coordination of services, greater interest on the part of laymen, as well as professionals, and financial support for future services.

To facilitate the integration of handicapped pre-school children into regular schools.

TARGET GROUP OF PUPILS: Pre-school age children perceived to have various handicapping conditions but who are ambulatory.

CRITERIA FOR PUPIL SERVICE: Ambulatory children age 3-5 with developmental problems. Problems may be intellectual, sensory, or emotional. Additional manifestations may exist in areas of behavioral, adaptive, communicative, and perceptual disabilities.

NUMBER OF PUPILS SERVED:	No more than thirty children, ages 3-5 years old, distributed among four learning settings designed to bring the child to the level where he can function in the mainstream of normal activity when he enters regular school.
PROGRAM OPERATION:	The special education learning setting will be located in a neighborhood school with a pre-school program. Children will move from learning setting according to their needs and will eventually enter the regular pre-school classroom as their learning problems are met and overcome. The special education specialist will work closely with parents to assist them in assuming the role of intervention agents in the child's education.
PROGRAM ADMINISTRATION AND SUPERVISION:	Joint administration shared with Anacostia Community School Project and the Department of Special Education.
FUTURE DIRECTION OF THE PROGRAM:	To become fully operational based on the model developed during planning and operational stage - December, 1972 to January 31, 1973.
PROGRAM LOCATION:	Anacostia Community School Old Congress Heights Three other sites to be identified.
PERSONNEL BREAKDOWN:	1 Project Coordinator 4 Classroom Teachers 1 Resource Teacher 1 GS-4 Clerk-Typist 5 GS-4 Educational Aides
COST OF PROGRAM:	$75,000 (This program is operated on special federal funds, consequently, the cost of the program is not reflected in the regular Special Education budget.)

HI-IMPACT PRE-SCHOOL PROGRAM

Teacher Competencies

Teachers in the preschool program should demonstrate the knowledge, attitudes and skills which are necessary to:

Plan an individualized program based on contemporary trends proven successful in early childhood education.

Create a classroom environment which evidences activities related to developmental expectations of preschool children.

Identify the social and educational needs of each student and to prescribe specific learning strategies to ameliorate these deficits.

Develop a program of teacher/parent partnership designed to generate home reinforcement of social and educational skills.

PROGRAM TITLE: EDUCATIONAL ASSESSMENT TEAM

PROGRAM LEVEL: 1

PURPOSE: To provide, in cooperation with the Department of Pupil Personnel Services Child and Youth Study Center Teams, direct, immediate special education counsultation and support for those referred pupils who need supportive special educational services but can and should be maintained in full-time regular classrooms.

OBJECTIVES: To discover and define those educational techniques and materials which will best serve to assist children who are seen as having problems in learning and/or behavior.

To determine the learning environment best suited to their needs.

To develop specific practical educational prescriptions for use in the regular classroom.

PROGRAM LOCATION: Reno Administration Annex (Home Base).

TARGET GROUP OF PUPILS: Those exceptional children in regular elementary school situations, referred by the Department of Pupil Personnel Services, who experience difficulty in the regular classroom environment because of behavior and/or learning problems, but who require no major modifications in the regular school's classroom instructional offerings.

CRITERIA FOR PUPIL SERVICES: Those children referred by the Department of Pupil Personnel Services as needing assessment data for appropriate educational programming at the local school level.

NUMBER OF PUPILS SERVED: Number will be dependent on the total number of children referred by the Department of Pupil Personnel. The teams will have the capacity to serve approximately 256 children.

PROGRAM OPERATION:	Four, two member Teams will be assigned to the Department of Pupil Personnel Services' Child and Youth Study Center Teams. Four of these teachers will be trained as Behavior Modification Assessment Specialists and four will be trained to provide educational assessments and instructional assessments and instructional prescriptions. Teams will be deployed to the local schools at the request of the individual Pupil Personnel Center Directors but will remain under the supervision of the Department of Special Education.
PROGRAM ADMINISTRATION AND SUPERVISION:	To come directly from the Department of Special Education working cooperatively with the Department of Pupil Personnel Services.
FUTURE DIRECTION OF THE PROGRAM:	Will be determined by the evaluation of the effectiveness of this type of special education service in upgrading the competencies of regular classroom teachers in planning, implementing and maintaining successful full-time regular class programs for children who manifest mild symptoms of behavior and/or learning problems.
PROGRAM LOCATION:	Reno Administration Annex (Home Base).
PERSONNEL BREAKDOWN:	10 Teachers, 1 TSA-15 at each of the Pupil Personnel Centers. (5 of these teachers are assigned from the Mobile Crisis Team program and 5 from the Mobile Diagnostic Team).
COST OF PROGRAM:	Cost of this program is accounted for as a part of the Crisis Mobile Team Program and a part of the Diagnostic Team Program. ($129,470).

EDUCATIONAL ASSESSMENT TEAM

Teacher Competencies

Teachers in the Educational Assessment Team Service should demonstrate the knowledge,attitudes and skills necessary to:

Serve as a Special Education Consultant to regular classroom teachers on an itinerant basis.

Establish interpersonal relations with administrators, fellow teachers, parents, and other agency personnel and the general public which will enhance the educational plan for the population served.

Develop educational and/or behavior modification assessments for pupils in the cognitive, language, psycho-motor and social areas.

Plan, develop and implement educational strategies in close cooperation with the regular classroom teacher to maintain pupils in the regular class on a full-time basis.

Identify through demonstrated evidence those pupils in the regular classrooms for whom some modification of the instructional program is necessary.

PROGRAM TITLE: SCHOOL BASED SPECIAL EDUCATIONAL SERVICE

PROGRAM LEVEL: II

PURPOSE: To serve as a school based preventative agent in those educational practices which result in children being extruded from the mainstream.

OBJECTIVES: To provide supportive and intervention educational assistance to students perceived to have special needs.

To give on-going consultative service to regular classroom teachers in programming for children perceived to have special needs.

To eliminate the emphasis on placement according to categorical label or etiology of disability.

To serve as a channel through which pass referrals for other Special Education services and other resource departments and agencies within and outside of the school system; included is the objective of maintaining and increasing communication between and among departments and agencies delivering differential services to the individual child with special needs in the context of his regular school placement.

TARGET GROUP OF PUPILS: Any student who meets criteria of the Department of Special Education according to assessment by Pupil Personnel Services.

Any identified exceptional student in the regular class who needs supportive special education services because of mild to moderate physical, academic or behavioral disabilities.

Any student who because of temporary situational conditions in his life exhibits learning and/or behavior problems in his regular classroom.

CRITERIA FOR PUPIL SERVICES: Identified students with special learning needs whose educational needs cannot be totally met in a regular classroom without supportive and intervention service.

NUMBER OF PUPILS SERVED: Approximately fifteen hundred students on the elementary level and one thousand students on the secondary level.

PROGRAM OPERATION:

Elementary - students assigned to a regular classroom will receive individualized educational intervention from the School Based Special Education member according to their particular needs.

Individualized instruction may range from thirty minutes a day for help in a specific area to a half-day service covering a variety of academic and behavioral areas.

At the Secondary level the school based services will consist of two specialists, working together as a team to provide for prevention, intervention, assessment and follow-up of suggested teaching-learning methods and materials for regular classroom teachers.

This team will work closely with the regular classroom teachers as well as directly with the students in order to improve the total school milieu.

The Special Education Department will provide appropriate on-going staff development experiences for its staff members and other school personnel.

PROGRAM ADMINISTRATION AND SUPERVISION:

To come directly from the Department of Special Education working cooperatively with local school personnel.

FUTURE DIRECTION OF PROGRAM:

The programs, procedures and policies described in this report are being implemented for the first time on September 25, 1972.

During the 1972-73 school year assessment of the efficiency of the school based programs will be on-going. On the basis of evaluation data gathered during this year future directions will be determined.

PROGRAM LOCATION:

Programs will be placed in every elementary and junior high school having a population of children identified and perceived as having special learning needs in the regular classroom.

PERSONNEL BREAKDOWN:

138	Elementary Teachers
42	Secondary Teachers
1	Supervisor
2	Resource Teachers

COST OF PROGRAM: $2,234,950

SCHOOL BASED SPECIAL EDUCATIONAL SERVICE

Teacher Competencies

Teachers in the School Based Special Educational Service should demonstrate the knowledge, attitudes and skills necessary to:

Serve as a Special Education Consultant to the local school staff.

Provide educational assessments for pupils in cognitive, language, psycho-motor and social areas

Plan, develop and implement educational strategies in close cooperation with the regular classroom teacher

Arrange learning oriented sub-groupings of a class for each subject activity in harmony with the differing needs, abilities and current levels of achievement and the learning styles of each of the students

Serve as a member of a team of local school staff, Pupil Personnel staff, Human Resources staff and the parent to insure a cohesive continuum of special education services and curriculum for students with learning and/or behavior problems

Plan and utilize a resource setting with appropriate educational materials and equipment to meet the individual needs of students who require part-time special education services in the local school

Make recommendations to the Placement Office, based on systematically gathered data and demonstrated evidence, for changes in pupil placement (on the special educational services continuum or to the mainstream on a full-time basis)

Articulate and demonstrate to regular classroom teachers those supportive and intervention techniques necessary to maintain in the regular classroom children who are perceived to have special problems.

PROGRAM TITLE: CRISIS-RESOURCE TEACHER PROGRAM

PROGRAM LEVEL: II

PURPOSE:

To maintain increasing numbers of students with behavior and/or learning problems in the mainstream of public education at the Junior High School level.

To insure appropriate referral for students needing services and programs outside of regular classroom placement.

OBJECTIVES:

To provide intervention services in the educational lives of children experiencing difficulty (academic and/or behavioral) in his regular classroom.

To provide such service on an immediate, temporary, periodic basis determined solely by the demonstrated needs of the child.

TARGET GROUP OF PUPILS:

Any student who is perceived by the regular school staff and who are identified by Pupil Personnel Services as needing intervention and supportive services to maintain the student in the mainstream of public school experience.

CRITERIA FOR PUPIL SERVICES:

Students who have been identified by the Pupil Pesonnel Services Department.

Students who present behavioral, academic, and interpersonal problems in their regular classrooms.

NUMBER OF PUPILS SERVED:

Approximately 3,000. (30 Crisis-Resource Teachers in 30 junior high schools each giving service to approximately 100 students).

PROGRAM OPERATION:

The Crisis-Resource Teacher provides direct service to children, on an immediate referral from a regular classroom teacher, at those times in the school day when a child needs intervention and supportive help. Such service will take a wide variety of forms, the choice of which will be determined by the needs of the child at that moment in time: intensive one-to-one instruction in the material being covered in the child's regular classroom, Life Space Interviewing, "Umpire service" in difficulties between children, a "cooling off" service when the child may be too upset or confused to continue his school program for a brief period of time, an intervention service at times of interpersonal difficulty between the child and his teacher, etc.

The Crisis-Resource Teacher will also engage in on-going consultation with the child's regular classroom teacher in regard to educational methods, materials, interpersoanl style, grouping, etc., in reference to the children served by the program.

The Crisis-Resource Teacher will also provide a channeling and communication service for referrals of children whose needs cannot be met in the regular classroom or who have need of other services so that he can be maintained in the regular classroom.

PROGRAM ADMINISTATION AND SUPERVISION:	Department of Special Education.
FUTURE DIRECTION OF PROGRAM:	This program is being implemented for the first time during the 1972-73 school year. Assessment of the program during the year will determine future direction. In addition, research on the efficiency of this program design is being carried on by a local university; findings of this research project will be consulted by the Department of Special Education.
PROGRAM LOCATION:	One program will be located in the thirty junior high schools in the school system.
PERSONNEL BREAKDOWN:	30 Teachers, TSA-15 2 Supervisors, TSA-10 (40% time each) 1 Secretary, GS-5 (1/3 time)
COST OF PROGRAM:	$421,835

CRISIS RESOURCE TEACHER PROGRAM

Teacher Competencies

Teachers in the Crisis Resource Teacher Program should demonstrate the knowledge, attitudes and skills necessary to:

Serve as a Special Education Consultant to the local school staff.

Assess the academic and behavioral strengths and weaknesses of a student, write and carry out a program of behavior modification to meet the assessed needs.

Demonstrate effective and appropriate teaching techniques and materials to classroom teachers based on the assessed needs of learning and/or behavior problemed children.

Demonstrate and utilize behavior modification techniques in dealing with children.

Assist building administrators in planning staff development projects dealing with behavior modification techniques for the school staff.

Evaluate students' progress and communicate these findings to students, school staff and parents.

Apprise school staff and parents of services available for pupils with behavior problems in the public schools, private and public agencies.

Plan and utilize a resource setting with appropriate educational materials and equipment to meet the individual needs of students who require part-time special education services in the local school.

PROGRAM TITLE: GUIDED GROUP INTERACTION PROGRAM

PROGRAM LEVEL: II

PURPOSE:

To develop and implement a program which will attack some of the learning and behavioral problems of identified socially and emotionally deviant young adults at the senior high school level.

To provide a school-based therapeutic group intervention-interaction service to young adults to help them work together collectively to solve their problems.

To develop and implement peer group sessions which will serve the individual by providing a group learning situation in which the student can learn the social skills that will help him handle a variety of life situations successfully.

To begin the process of increasing the skills and self-awareness needed to work effectively in a school group situation, and to increase group members' understanding of the special problems of working with peers who have emotional difficulties.

To provide information and data to facilitate healthy attitudes and behavior. Being preventive in its approach, the procedure will take cognizance of the developmental tasks and maturation of the student to provide a sequentially planned program of information and assistance in decision making.

To establish and implement a program of staff development for senior high school teachers of emotionally disturbed-behaviorally problemed young adults.

To assist the school staff in the process of establishing organizational and procedural systems necessary to the successful operation of the guided group interaction program.

OBJECTIVES:

Young adults at the high school level will become group members and will emerge in various group roles that will serve to help them become more aware of their individual problems and how to successfully solve them.

OBJECTIVES:

Student participants will view the positive peer culture approach with a helping rather than a punitive or threatening attitude.

Student participants will:

be responsible for the action of all other students in the group in the areas of attending all group sessions, being open and honest about discussions of each group member problems, keeping the confidence of all other students in the group, entering new members that need the services of the group, discharging those members who are no longer in need of services, and setting and establishing agendas for all sessions.

be better able to successfully communicate their ideas verbally to other people.

be able to understand the decision making process as it relates to them in society.

be sensitive and perceptive to verbal and non-verbal communication and communicated expectation from others.

be more sensitive to the needs and feelings of others.

be aware of as well as formulate a more positive self-worth image and be cognizant of their strengths and weakness as individuals.

develop leadership capabilities in the various roles that individuals can play in society plus gain insights into how to arrive at these roles through assuming leadership, and various other roles in the group as a member.

Video tapings, printed materials, films, discussions and interaction sessions used by the group dynamics specialist will enable the group to develop an understanding of styles of leadership, what it means to be a group member, and the total group process; ways of critiquing group dynamics; confrontation, commitment, contracts, expectations, etc., ways of accomplishing objectives of individual members through the group process and the purpose and types of group sessions (peer, encounter, etc.)

TARGET GROUP OF PUPILS:

Students initially recommended for services will be those identified who are now on the waiting list.

Future referrals will be made by school administrators, final acceptance will be determined by group members.

CRITERIA FOR PUPILS SERVICES:

Services will be available to students who exhibit behavioral, social or emotional problems as follows:

Possible symptomatic manifestations:

a failure of learning to take place which cannot be explained by ordinary examination and tests or reference to intellectual potential.

behavior inappropriate to the normal classroom situation in keeping with his age as contrasted to the behavior of his peers, (i.e., withdrawal, bizarre, sadistic, hyperactive, destructiveness, cruelty, undue apathy, etc.).

a general prevailing mood of unhappiness or depression.

manifesting a tendency to develop illness, pains, or fears associated with personal or school problems.

lack of any assertiveness-fearful withdrawal from games, contests and absence of emotional responsiveness to most situations.

NUMBER OF PUPILS SERVED:

Groups will contain 8 - 12 pupils.

Each school will serve a minimum of 35 pupils during the 1972-73 school year.

PROGRAM OPERATION:

The group dynamics, the role of the leader, the selection of techniques, and the responsibilities of members will vary considerably according to the size of the group.

Each school will provide one classroom for the Guided Group Interaction Program. There will be from 8 to 12 students in each group.

PROGRAM OPERATION:
(continued)

The groups will meet at least three times a week.

Participants in the peer groups depending upon their expressed needs and commitment, will acquire an understanding of the principles and skills associated with individual and group counseling. They will possess awareness of verbal and non-verbal communications, and will possess a personal standard for communication (inter-personal). The group participants will become familiar and experienced with the principles of group counseling, confidentiality, and the means for assisting peer students in personal growth. Each group participant will successfully complete the following tasks during the initial group sessions period:

give a short explanation of his/her personal definition of a group.

describe the basic concepts of group interaction which deals with the "Here and Now":

1. Behavior and attitude change
2. Needs--worth, love
3. I OK - You OK
4. Loneliness and Isolation

develop personal standards for functional interpersonal communications, and describe them to the participant group; account for both verbal and non-verbal skills. Participants may "act-out" examples of "good" and "poor" communication.

demonstrate personal awareness of trust and openess in group relationships by participating in group exercises, using and pointing out the elements of support, feedback, confrontation, and maintenance. Critique the group in terms of observable instances of the above elements.

write brief description of five group techniques.

PROGRAM ADMINISTRATION AND SUPERVISION:

Department of Special Education

FUTURE DIRECTIONS OF THE PROGRAM:

The future direction of the Guided Group Interaction Program will be determined primarily by the effectiveness of the program after the first year of operation (1972-1973).

GUIDED GROUP INTERACTION PROGRAM

PROGRAM LOCATION: There will be a Guided Group Interaction Program at each of the thirteen (13) Senior High Schools in the D. C. Public Schools.

PERSONNEL BREAKDOWN: 2 Supervisors, TSA-10, 20% time each

13 Teachers, TSA-15

1 Secretary, GS-5, 1/3 time

COST OF PROGRAM: $183,069

GUIDED GROUP INTERACTION

Teacher Competencies

Teachers in the Guided Group Interaction Program should demonstrate the knowledge, attitudes, and skills necessary to:

Interact with the school staff in a manner consonant with good interpersonal and group dynamics

Initiate a positive peer relationship program which stimulates students to participate and generates total school staff interest

Develop a system for observing students, recording information and translating behavioral changes into meaningful teaching strategies to relevant school personnel.

Create a classroom atmosphere designed to promote humanistic education generated by both teachers and students

PROGRAM TITLE: Mobile Diagnostic Team

PROGRAM LEVEL: III

PURPOSE: To reassess children receiving special education services in full-time special classes, stations or schools in order to modify instruction and/or recommend more appropriate placement.

OBJECTIVES: To identify strengths and weaknesses; determine both the level of performance and the manner of performance; the nature of the problem and a point of attack to be translated into an educational prescription to be used in instructional programming.

To devise techniques and teacher-made instructional aids to be used in the implementation of an effective and realistic individualized instructional program.

To provide support to teachers through follow-up on implementation of prescriptions.

To provide educationally relevant data required for Placement Conferences when the need is indicated.

To initiate referral for re-placement of the child who needs such program change on the basis of the assessment of his educational needs.

TARGET GROUP OF PUPILS: During the initial months of the 1972-73 school year services will be focused on those children in full-time special education classes, stations or schools who: (a) are not appropriately placed and have not received a proper educational evaluation;

(b) are placed but who are not receiving the services described by the result of their evaluation.

Subsequent to this period, services will be re-directed to children in regular classrooms needing this service.

CRITERIA FOR PUPIL SERVICE: Those children identified by special education classroom teachers as being inappropriately placed or needing assessment data for appropriate educational programming. (during the initial months of the 1972-73 school year).

Those children in regular classrooms needing this type of educational diagnostic service (during latter half of 1972-73 school year).

NUMBER OF PUPILS SERVED: Number will be dependent on the total number of identified children. The Team will have the capacity to serve approximately 480 children.

PROGRAM OPERATION: Five, three member Mobile Diagnostic Teams will be assigned the task of providing assessment data and educational prescriptions for children receiving full-time special education services. Those Teams will be deployed to the various schools and special stations where these services are provided.

Six days will be scheduled for each identified child. Four of the six days will include: classroom observation, consultation with the classroom teacher and other related personnel; educational assessment; writing of prescription and development of related teacher-made instructional aids; delivery of prescriptions with necessary explanations for the classroom teacher and parent conferences as needed. Two of the scheduled six days will be used for follow-up, approximately four weeks after delivery of the prescription, and for end of the year evaluation.

PROGRAM ADMINISTRATION AND SUPERVISION: Department of Special Education

FUTURE DIRECTION OF PROGRAM: To expand services to work directly with the Special Education Placement Office to provide educational prescriptions for each child recommended for placement in a special education service.

PROGRAM LOCATION: Reno Administration Annex (Home Base)

PERSONNEL BREAKDOWN:
1 Supervisor, TSA-10
20 Teachers, TSA-15

COST OF PROGRAM: $462,891 for program operation including an additional $200,000 - Medical Screening Program allocation.

MOBILE DIAGNOSTIC TEAM

Teacher Competencies

Teachers in the Mobile Diagnostic Service should demonstrate the knowledge, attitudes and skills necessary to:

Provide for pupils' cognitive, language, psycho-motor and social assessment

Establish interpersonal relations with administrators, fellow teachers, parents, other agency personnel and the general public which will enhance the educational plan

Plan, develop and implement educational strategies in close cooperation with the special education and regular classroom teacher

Make recommendations to the Placement Office, based on systematically gathered data, to move pupils within the continuum of special education or back to the mainstream on a full-time basis.

PROGRAM TITLE:	MOBILE CRISIS TEAM
PROGRAM LEVEL:	III
PURPOSE:	To provide a mobile team of personnel, available on an immediacy basis, to provide intervention service for students identified as needing such service beyond the scope of the School Based Program personnel (Level II program) in regard to providing intensive assessment, consultation to the regular school personnel (teaching methods, materials, grouping, interpersonal interaction, etc.), follow-up, and any necessary re-programming as a result of follow-up assessment.
OBJECTIVES:	To engage in mobile team/task-force activities which will provide whatever services, on an immediacy basis, to maximize the probability of maintaining the children served in the mainstream of public education. These services will be given directly to the target child and to the regular school personnel responsible for the child in the mainstream regular school program. To serve as a channel of referrals, in conjunction with the School Based Program personnel (Level II program), to call into operation the services needed, if any, of any department or agency within or outside of the school system.
TARGET GROUP OF PUPILS:	Highest priority will be given students identified by Pupil Personnel Services as needing such intervention service to be successfully maintained in the regular school program. Other children perceived to need this intensive intervention service by regular school personnel.
CRITERIA FOR PUPIL SERVICES:	Identification by Pupil Personnel Services as being children needing this service. Such children will manifest a variety of learning, behavior, and interpersonal problems which result in lowered school performance.

NUMBER OF CHILDREN SERVED:

The on-going identification process will result in approximately 250 students to receive this service during the 1972-73 school year.

PROGRAM OPERATION:

Five members of the Crisis Mobile Team will be assigned to the Department of Pupil Personnel Service Child and Youth Study Center Teams to provide elementary school based therapeutic behavior modification, diagnosis, consultation and identification educational services.

Six two-member teams and one three-member team will be assigned to elementary school clusters throughout the city. These teams will provide service to the regular classroom teacher in identifying and documenting deviant behavior, and in designing and implementing successful educational programs utilizing the principals of behavior modification and in instituting and maintaining programs.

Six two-member teams and one three-member team will be assigned to elementary school clusters throughout the city. These teams will provide service to the regular classroom teacher in identifying and documenting deviant behavior, and in designing and implementing successful educational programs utilizing the principals of behavior modification and in instituting and maintaining programs.

The Crisis Mobile Team will provide the following services:

1. Observation and evaluation of the student's classroom behavior,
2. Conferences with the teacher and other school personnel,
3. Conferences with parents where indicated,
4. Information on classroom management techniques,
5. Interviews with the child indicated,
6. Referrals to the Diagnostic Mobile Team, psychological services, other

7. Planning atlernate school programming.
8. Designing (with the classroom teacher and other school personnel) an educational plan and behavioral objectives for the student.
9. Supplying copies of the above plan to the teacher, counselor, principal and supervisor.
10. Conference with above regarding plan.
11. Evaluating and reassessing the plan after a two week period.
12. Providing insight, skills, methods, techniques and educational material references to the classroom teacher,
13. Evaluating the maintenance of the plan after four weeks.
14. Providing "on call" crisis services.
15. Consultation to School Based Program personnel (Level II program.)

PROGRAM ADMINISTRATION AND SUPERVISION:

Department of Special Education.

FUTURE DIRECTION OF PROGRAM:

To incorporate the services of this program (Level III) into the School Based Program (Level II).

PROGRAM LOCATION:

Five of the Crisis Mobile Team personnel will be located within the Department of Pupil Personnel Services as a member of the assessment team. These persons (Behavior Modification Assessment Specialists) will report to one of the five centers located throughout the District of Columbia Public Schools.

The other fifteen members of the team will be assigned to elementary school clusters to render services. Crisis Mobile Team members will service at least two of the assigned school buildings each day. Services will be provided to every elementary school in the District of Columbia Public Schools. One Crisis Mobile Team member will serve the parochial schools. The home base for team personnel and supervisors will be the Magruder Building, 1619 M Street, N.W.

PERSONNEL BREAKDOWN:

Two Supervisors, 40% time each, TSA-10 (who also have supervisory responsibilities for the Crisis-Resource Programs at the Junior High level and Guided Group Interaction Programs at the High School level, both Level II programs).

20 Crisis-Mobile teachers, TSA-15

1 Secretary, GS-5 (1/3 time).

COST OF PROGRAM: $288,228

PROGRAM TITLE: ITINERANT PROGRAM FOR THE VISUALLY IMPAIRED

PROGRAM LEVEL: III

PURPOSE: To provide supportive service to visually different students enrolled in regular elementary and secondary schools who have proven capable of functioning at a relatively independent level.

OBJECTIVES: To provide for the support and monitoring of progress of blind and parially sighted students who need varying levels of itinerant specialist contact.

To provide for consultation and training when necessary to regular school teachers who have blind or partially sighted students in their classes.

TARGET GROUP OF PUPILS: Those visually different students who have reached an academic and social level to warrant educational programming with their seeing peers.

CRITERIA FOR PUPILS SERVICE: Blindness - 20/200 or less in the better eye with the best possible correction or a restriction in field of vision to an angle subtending an arc of 20 degrees or less. Blind children include those who have so little remaining useful vision that they must use Braille as their reading median.

Partial Sight-Remaining visual acuity between 20/200 and 20/70 in the better eye with the best possible correction. Partially seeing children are those who retain relatively low degree of vision and can read only enlarged print under very special conditions. The partially seeing child is one who retains limited but useful vision for acquiring an education but whose visual impairment after needed treatment or correction or both reduced school progress to such an extent that special educational provisions are necessary.

Criteria for Pupil Service-cont'd.	Students who are Mobility trained to a degree of independence. Students who can communicate relatively easily in the sighted world. Students able to function academically and socially with their sighted peers.
NUMBER PUPILS SERVED:	45
PROGRAM OPERATION:	The itinerant vision program operates for blind and partially sighted children who have demonstrated an ability to achieve academically with their sighted peers plus support from a special teacher. The itinerant vision teacher consults with the classroom teacher about the teaching/learning environment of the visually impaired child with respect to special skills such as braille techniques, talking book machines, or tape cassettes. This specialist will assume the responsibility for assisting the blind child in securing taped, braille, or personal readers for use in school or at home and will monitor the child's academic achievement in the regular setting to determine whether or not support efforts are adequate. The need for program change will be determined jointly by the regular teacher and itinerant teacher.
PROGRAM ADMINISTRATION AND SUPERVISION:	Department of Special Education
FUTURE DIRECTION OF PROGRAM:	No change in future direction of program is planned.
PROGRAM LOCATION:	Jackson School: Home base All schools in the District of Columbia will receive this service based upon the needs of visually impaired children in any particular school.
PERSONNEL BREAKDOWN:	Personnel breakdown is included in that for the Center for the Visually Impaired (Jackson School)

COST OF PROGRAM:	Cost included in that for the Center for the Visually Impaired (Jackson School)

ITINERANT VISION PROGRAM

Teacher Competencies

Teachers in the Itinerant Vision Program should demonstrate the knowledge, attitudes, and skills which are necessary to:

Understand and articulate the blind child's social and emotional needs and to translate these needs to the regular school staff.

Understand eye diseases and how these effect the blind child's ability to perceive his environmental surroundings.

Utilize the services of the Library of Congress, Lighthouse for the Blind, and other community resources which provide services to the blind.

Plan a program of regular school adjustment for blind students including methods of transcribing written materials and utilizing readers for the blind.

PROGRAM TITLE: VISITING INSTRUCTION CORPS

PROGRAM LEVEL: IV

PURPOSE:

The Visiting Instruction Corps will provide a program of instruction designed to meet the specific needs of children, who: (1) because of physical disability or health impairment, are unable to attend regular or special school. These children will be taught in their homes and in hospitals, at the bedside and in groups; (2) are unable to attend school for any other reason as specified by the Superintendent.

OBJECTIVES:

Given an adequate teaching staff, a battery of assessment materials and supportive services the Visiting Instruction Corps will:

Assess the educational needs of homebound hospitalized children.

Develop educational prescriptions based on the assessed needs in keeping with individual learning styles, performance levels and within the limits of the impairment of disability.

Evaluate and record the progress of each pupil to determine the degree to which the stated objectives have been met.

Recommend proper placement in the regular school for each pupil based upon assessment, diagnosis, academic growth and evaluation.

TARGET GROUP OF PUPILS:

The Visiting Instruction Corps will provide instructional services to pupils in grades kindergarten through twelve who are:

(1) physically, and/or health impaired pupils who are homebound or hospitalized
(2) unable to attend school for any other reason as specified by the Superintendent
(3) pregnant girls residing in their homes or maternity homes.

CRITERIA FOR PUPIL SERVICES:

Referrals are made directly to the Visiting Instruction Corps' office by anyone who knows of a student in need of the service. However, the requirement for placement is written certification from the attending physician, stating the diagnosis and indicating that the child is physically unable to attend regular school. Certification by the Superintendent is required in all other cases.

NUMBER OF PUPILS SERVED:

420 (approximate number of children served on a yearly basis)

PROGRAM OPERATION:

Students on home instruction are assigned to teachers by geographic area to minimize travel time, and by level, elementary and secondary. The elementary teacher instructs students from grades kindergarten through six and the secondary teacher must teach each student in four major content areas. The visiting teacher visits the school to get the student's program of courses and an outline of the materials that will be covered during his absence from class. Instruction is provided on an individualized basis or in small groups in hospitals at least twice per week.

Daily instructional service is provided to Children's Hospital, D. C. General (Crippled Children Unit), Freedmen's Hospital, Walter Reed Army Hospital and the Hospital for Sick Children. For other hospitals where the school age patient population is not constant, teacher assignments are made upon request.

PROGRAM ADMINISTRATION AND SUPERVISION:

To come directly from the Department of Special Education, working cooperatively with school personnel. The Visiting Instruction Corps' supervisor serves as a liaison person between hospital and institution staffs.

FUTURE DIRECTIONS OF PROGRAM:

Write a proposal for a tele-teaching program for homebound students.

Introduce a cooperative teaching program for secondary Visiting Instruction Corps' students.

Given sufficient personnel training in the content areas of reading, mathematics, social studies, science, English, business and foreign languages; a battery of assessment materials and supportive services, the Visiting Instruction Corps will:

Organize an experimental instructional program on the secondary level so that each of four Visiting Instruction Corps' teachers will teach the subject areas(s) in which he has the most expertise.

Provide each of a selected number of students with more than one teacher, each of whom specializes in a particular subject field.

Provide staff conferencing of each student based upon assessment of his needs.

Increase the amount of instructional time a student receives.

Present the subject matter to each student in more depth than is currently possible.

Provide more time for remedial instruction in needed areas than is currently possible.

PROGRAM LOCATION:	The program is administered from the Magruder Building. Students are instructed in their homes, in hospitals and maternity homes.
PERSONNEL BREAKDOWN:	1 TSA-10 Supervisor 26 TSA-15 Teachers (Average pupil/teacher ratio per week is 7 to 1) 1 GS-4 Clerk-typist
COST OF PROGRAM:	$357,026

VISITING INSTRUCTION CORPS

Teacher Competencies

Teachers in the Visiting Instruction Corps should demonstrate the knowledge, attitudes and skills necessary to:

Understand the various complexities associated with physical disability or health impairment while confined to the home or hospital

Understand and be sensitive to the medical factors related to the student's disability or health impairment

Provide an individualized program related to the student's work in his home school

Note: Visiting Instruction Corps teachers are required to meet regular school certification, not special education requirements.

PROGRAM TITLE:

Non-Categorical Compensatory Learning Centers

PROGRAM LEVEL: V

PURPOSE:

To provide a specialized comprehensive instructional program in mathematics, perception and language through Title I for mild to moderate exceptional students between the ages of 7 and 10 years and for any other student who has been without educational experiences in a formal school setting.

OBJECTIVES:

1. To provide a learning center approach which will involve the establishment of a variety of learning settings in which a student is placed according to his specific needs.

2. To provide regular classroom teachers of participating students with specialized curriculum and management techniques and opportunities to observe activities in the Learning Center in order to modify teacher perceptions of children and enhance the instructional program.

3. To identify and develop techniques and materials which will improve the functioning of children in the area or areas where they exhibit specific deficiencies based on continuous assessments.

TARGET GROUP OF PUPILS:

Title I exceptional students between the ages of 7-10 years who meet the criteria of the Department of Special Education according to assessment by Pupil Personnel Services and any other student who has been without educational experiences in a formal school setting.

CRITERIA FOR PUPIL SERVICES:

Title I students identified by the Department of Pupil Personnel Services whose needs cannot be met in a regular classroom even with other supportive services and other students who have been without educational services in a formal school setting.

NUMBER OF PUPILS SERVED:

Approximately 160-200 Title I students and other children in need of compensatory education.

PROGRAM OPERATION:

Each center will consist of three settings, each of which serves a specific function. The centers will service students, assigned to regular classes in their home schools, on a daily basis in two half-day sessions.

Each Learning Center will serve a number of specified Title I schools in a given geographical area. Each center will provide compensatory learning services for children meeting criteria above.

Students will be assigned to regular classes in their home schools and attend the Learning Center on a half-day basis.

Teachers will schedule one afternoon a week for conferences with parents and regular school staff in host and feeder schools. They will make home visits, plan and develop materials, and assist the regular class teacher in her planning for the students.

PROGRAM ADMINISTRATION:

To come directly from the Department of Special Education working cooperatively with the Department of Federal Programs and with local school personnel.

FUTURE DIRECTION OF PROGRAM:

The Department of Special Education recognizes the inability of the Title I program for Handicapped Children to provide services for all identified Title I students in its five learning centers. Cognizant of the expressed need for services, the department will provide additional services for identified Title I handicapped students by: (a) establishing, with existing staff and departmental resources, two learning centers which will serve Title I schools according to the placement priorities, as set forth: (b) considering those Title I schools not included in this year's program as high priority for expansion of the Title I program; and (c) feeding into Title I schools other on-going special education services.

Other centers will be established in other Title I schools as funds become available.

PROGRAM LOCATION:

Title I Elementary Schools: Lewis, Seaton, Watkins, Draper, Richardson.

PERSONNEL BREAKDOWN:

15 TSA-15 Teachers (3 teachers per center)
1 TSA-15 Psychologist
15 GS - 4 Educational Aides

Total project will be served by:

1 TSA-15 Resource Teacher
1 GS - 5 Secretary
1 TSA-10 Project Director

COST OF PROGRAM:

$364,885

NON-CATEGORICAL LEARNING CENTERS

Teacher Competencies

Teachers in the Non-Categorical Learning Centers should demonstrate the knowledge, attitudes and skills necessary to:

Function as a member of a team of specialists in a specialized learning setting

Manage the classroom behavior of the pupils enrolled in such a manner as to provide a positive learning climate

Plan with the center team to write and implement a daily, weekly and monthly schedule of learning activities and/or subjects which include class units, groupings, objectives and evaluation

Provide regular classroom teachers with techniques, skills and materials for meeting the needs of students perceived to have special needs.

PROGRAM TITLE:	SPECIAL STATIONS FOR THE VISUALLY IMPAIRED
PROGRAM LEVEL:	VI
PURPOSE:	To provide an educational program in a regular school setting for visually different children who are ready for integration into the mainstream of education.
OBJECTIVES:	To provide a program of gradual integration of blind and partially sighted youngsters into the educational mainstream. To provide an opportunity for the regular school staff and students to become aware and accepting of the blind and their needs. To provide the visually different child an opportunity to become familiar with the seeing world, yet remain in contact with the vision specialist for as much time as needed.
TARGET GROUP OF PUPILS:	Those visually different students who are ready for a more flexible educational environment in a regular school while remaining in a special class with a vision teacher.
CRITERIA FOR PUPIL SERVICE:	Blindness - 20/200 or less in the better eye with the best possible correction or a restriction in field of vision to an angle subtending an arc of 20 degees or less. Blind children include those who have so little remaining useful vision that they must use Braille as their reading median. Partial Sight-Remaining visual acuity between 20/200 and 20/70 in the better eye with the best possible correction. Partially seeing children are those who retain relatively low degree of vision and can read only enlarged print or those who have remaining vision making it possible for them to read limited amounts of regular print under very special conditions. The partially seeing child is one who retains limited but useful vision for acquiring an education but whose visual impairment after needed treatment or correction or both reduced school progress to such an extent that special educational provisions are necessary.

Students who are ready academically to function in an educational environment with their sighted peers.

Students who are ready for a specific program of mobility training, social acceptance and regular contact with the seeing world.

Students who require the on-going contact with a specialist for the visually impaired.

NUMBER OF PUPILS SERVED: 18

PROGRAM OPERATION: Students are provided a comprehensive program in a special class environment located in regular elementary schools. They are taught by specialists trained to teach visually different children. Students are provided braille instruction, large print instruction, and other specific services as needed. Location of the program in a regular school allows for the integration of students into the mainstream of education. Specialists will work with the total school population to insure a smooth integration process. As soon as a student shows an ability to function full-time in the mainstream of education, he/she is placed in a regular school setting and will receive the services of an itinerant teacher.

PROGRAM ADMINISTRATION AND SUPERVISION: Department of Special Education.

FUTURE DIRECTION OF THE PROGRAM: Maintain and increase integration into mainstream activities.

PROGRAM LOCATION: Tyler Elementary School, 10th & G Street, S.E., Washington, D.C.

PERSONNEL BREAKDOWN: Included in Center for the Visually Impaired, (Jackson School)

COST OF PROGRAM: Included in Center for the Visually Imparied, (Jackson School).

SPECIAL STATIONS (VISUALLY IMPAIRED)

Teacher Competencies

Teachers in the Special Station for the Visually Impaired should demonstrate the knowledge, attitude and skills necessary to:

Instruct blind children in Braille, the utilization of talking books, tape recording equipment and other communication tools as the need indicates.

Instruct blind children in the utilization of the abacus and in the understanding of the Braille math codes.

Understand and articulate the blind child's social and emotional needs and to adjust the school program to include skill development and sensitivity training for relevant school personnel.

Understand eye diseases and how these effect the blind child's ability to perceive his environmental surroundings.

Know the basic techniques for orientation and mobility.

Translate the adjustment needs of blind children into the regular school and to prepare the school staff for this event.

Utilize the services of the Library of Congress, Lighthouse for the Blind, and other community resources which provide services to the blind.

PROGRAM TITLE: SPECIAL STATIONS FOR THE TRAINABLE MENTALLY RETARDED (TMR)

PROGRAM LEVEL: VI

PURPOSE: To provide neighborhood based special classes for the trainable mentally retarded elementary age student in regular elementary schools as an alternative to the Special School. Whenever possible, the retarded student will be integrated into the mainstream of school life.

OBJECTIVES: To pre-test all students in order to determine students educational needs and subsequent strategies to be used within the classroom.

To develop and implement individual programs for each student which will include the following:

a. Adaptive Behavior
b. Language Development
c. Personal - Social Skills
d. Psycho - motor Sills
e. Occupational Orientation

TARGET GROUP OF PUPILS: Pupils assessed as trainable mentally retarded by Pupil Personnel Services.

CRITERIA FOR PUPIL SERVICE: This group of students should demonstrate an inability to learn academic skills above the readiness level. In addition, these students are usually retarded in the communicative, and adaptive behavior areas. If the student's skills improve through individualized, intensive training, they will be placed in a higher level program.

NUMBER OF PUPILS SERVED: 180

PROGRAM OPERATION: The primary function of this program is to provide for each student a comprehensive program of practical - life - skill development that enables the child to attain a comfortable level of socio-economic semidependence and when feasible, independence.

These special stations operate as a special class with the assigned teacher providing the leadership and support to the students. This year with the trend toward placing the more handicapped students in better equipped school facilities, there will be an opportunity for interaction between regular school population and the Special Station population.

PROGRAM ADMINISTRATION AND SUPERVISION:

This will be provided by the Department of Special Education in cooperation with the local school.

FUTURE DIRECTION OF PROGRAM:

Careful consideration will be given to the questions of whether the regular school based or special school arrangement of placement for the TMR student is preferrable based upon the educational needs of the student.

PROGRAM LOCATION:

Elementary schools:

Armstrong
Bruce
Giddings (2)
Thomas (2)
Grimke
Houston (2)
Stanton
Tyler
Stevens (2)
River Terrace
Rudolph
Van Ness (2)

PERSONNEL BREAKDOWN:

18 - TSA-15 Teachers
8 - GSA-4 Aides
2 - part-time TSA-10 Supervisors
1 - TSA-15 Resource Teachers

COST OF PROGRAM:

$366,764

SPECIAL STATIONS FOR THE TRAINABLE MENTALLY RETARDED (TMR)

Teacher Competencies

Teachers in the Special Stations for the Trainable Mentally Retarded should demonstrate the knowledge, attitudes and skills necessary to:

Understand the nature and needs of the intellectually deficient student

Assemble, document and write a case study for each pupil containing an assessment of his strengths and weaknesses in cognitive, perceptual, motor, social and personal care areas

Prepare and implement an instructional prescription based on this data

Initiate and maintain effective parent-teacher counseling sessions

Integrate the TMR student in the mainstream in non-academic areas.

PROGRAM TITLE:	WEBSTER GIRLS' JUNIOR-SENIOR HIGH SCHOOL
PROGRAM LEVEL:	VII
PURPOSE:	To provide comprehensive educational services to pregnant, unwed, adolescent girls with special guidance needs.
OBJECTIVES:	To promote continuance in school of unwed pregnant girls. To provide a program of health and mental health education including the various nuances associated with pregnancy. To reduce the chances of reoccuring pregnancies.
TARGET GROUP OF PUPILS:	School age pregnant girls enrolled in grades 7 through 12.
CRITERIA FOR PUPIL SERVICE:	Pregnancy confirmed by a physician. D.C. resident.
NUMBER OF PUPILS SERVED:	Projected 400 for 1972-1973 school year.
PROGRAM OPERATION:	Girls are referred from a variety of sources: school, parents, self, Department of Human Resources, other. After an initial interview with a staff social worker a girl obtains transfer to Webster. Regular secondary school subjects are taught. A Maternity Clinic is in operation allowing students assigned to Webster to receive clinic services on site. Students are allowed to return to Webster for six weeks after delivery.
PROGRAM ADMINISTRATION AND SUPERVISION:	Webster School is administered by a principal. Supervision of the academic programs is provided by supervising directors of the various school departments. Health Services are supervised by the Department of Human Resources. The program includes guidance services in the following categories: health awareness, interpersonal relationships, self-concept development, personal social care and development, medical orientation and care.

FUTURE DIRECTION OF PROGRAM: Webster Programs will become the training center for public school personnel in the area of continuing education in medical and affective problems associated with pregnancy.

PROGRAM LOCATION: Webster School, Tenth and H Streets, N.W.

PERSONNEL BREAKDOWN:
1 Principal
9 Teachers
2 Social Workers
1 Counselor
1 Nurse
1 Administrative Clerk
1 Educational Aide

COST OF PROGRAM: $214,418

WEBSTER SCHOOL FOR GIRLS

Teacher Competencies

Teachers at the Webster School for Girls should demonstrate the knowledge, atttitudes and skills necessary to:

Understand the various complexities associated with premarital pregnancy and plan an individualized program of affective education

Understand and be sensitive to the medical factors related to pregnancy and motherhood

Provide an individualized, flexible instructional program which will facilitate return to the regular school

Note: Webster School teachers are required to meet regular school teacher certification, not special education requirements.

PROGRAM TITLE: CENTER FOR THE VISUALLY IMPAIRED (JACKSON)

PROGRAM LEVEL: VII

PURPOSE: To provide a developmental program in a sheltered atmosphere specifically designed and maintained for visually different children and youth.

OBJECTIVES: To provide an educational program to meet the academic, social, vocational, and mobility needs of blind or partially sighted students in a sheltered environment.

To provide an on-going parent involvement program including counseling and home reinforcement.

TARGET GROUP OF PUPILS: Blind or partially sighted students who require a sheltered atmosphere and/or an initial entrance into an educational and training program specifically designed for blind youngsters.

CRITERIA FOR PUPIL SERVICE: Blindness- 20/200 or less in the better eye with the best possible correction or a restriction in field of vision to an angle subtending an arc of 20 degrees or less. Blind children include those who have so little remaining useful vision that they must use Braille as their reading median.

Partial Sight-Remaining visual acuity between 20/200 and 20/70 in the better eye with the best possible correction. Partially seeing children are those who retain relatively low degree of vision and can read only enlarged print or those who have remaining vision making it possible for them to read limited amounts of regular print under very special conditions. The partially seeing child is one who retains limited but useful vision for acquiring an education but whose visual impairment after needed treatment or correction or both reduced school progress to such an extent that special educational provisions are necessary.

Students who require constant supervision and specific academic and social development in a sheltered environment.

Center for the Visually Impaired (Jackson)-page 2

Those students in the first stages of blindness or failing sight who can profit by special counseling and guidance at school and in the family setting.

NUMBER OF PUPILS SERVED: 15

PROGRAM OPERATION: The special class assignment for blind or partially sighted children is a temporary program of instruction and training based on the degree, and/or on-set of sight loss. Self contained classes are provided in a sheltered setting for a specified period of time. As soon as the child demonstrates an ability to function in a less controlled environment he is moved to a special station and to the regular class situation with itinerant support.

On-going program of child and family counseling is provided in resident and at the home. Provision is made for continued contact with agencies and organization.

PROGRAM ADMINISTRATION AND SUPERVISION: Department of Special Education.

FUTURE DIRECTION OF PROGRAM: Students now enrolled will be placed in the level III visual program and Jackson will be developed into a Resource Center to provide comprehensive services to visually different children, youth, and adults.

PERSONNEL BREAKDOWN:

1 Assistant Principal, TSA-8
7 Classroom Teachers, TSA-15
6 Itinerant Vision Teachers, TSA-15
1 Counselor, TSA-15
1 Physical Education Teacher, TSA-15
1 Administrative Aide, GS-6
4 Educational Aides, GS-4
1 Orientation and Mobility Specialist, TSA-13

COST OF PROGRAM: $257,120

CENTER FOR THE VISUALLY IMPAIRED (JACKSON SCHOOL)

Teacher Competencies

Teachers in the Center for the Visually Impaired should demonstrate the knowledge, attitudes and skills necessary to:

Instruct blind children in Braille, the utilization of talking books, tape recording equipment, and other communication tools as the need indicates.

Instruct blind children in the utilization of the abacus and in understanding the Braille Math codes.

Understand and articulate the blind child's social and emotional needs and to adjust the school program to include skill development and sensitivity training in the home setting.

Understand eye diseases and how these affect the blind child's ability to perceive his environmental surroundings.

Know the basic techniques for orientation and mobility.

Utilize the services of the Library of Congress, Lighthouse for the Blind, and other community resources which provide services to the blind.

PROGRAM TITLE: SHARPE HEALTH SCHOOL

PROGRAM LEVEL: VII

PURPOSE

The purpose of the Sharpe Health School is to provide for the education, protection and treatment of pupils with health problems who are temporarily or permanently unable to attend regular school.

OBJECTIVES:

To provide a special environment free of architectual barriers for those students with physical or health problems who are temporarily or permanently unable to attend regular school.

To provide special services in a team approach that is inter-disciplinary and inter-agency (Education and Health).

These services include:

1) A health unit with a registered nurse, health aide and male and female nursing assistants who supervise and attend the daily health needs of the students, aided by a Health Department pediatrician;

2) A physical and occupational therapy program for developing, restoring, and/or maintaining physical function, aided by consulting physician of physical medicine, a program provided by the Bureau of Maternal and Child Health of the Department of Public Health;

3) A food service program under a trained dietician to provide nourishing school lunches and diet therapy where necessary.

TARGET GROUP OF STUDENTS:

Students served by the program are physically handicapped or health impaired to a degree requiring specialized educational and therapeutic services in a facility equipped to handle wheelchairs and other such equipment.

TARGET GROUP OF STUDENTS: Serve ages 5 -19 including kindergarten through grade twelve.

CRITERIA FOR PUPIL SERVICE: Students with physical disabilities are placed in Sharpe Health School upon recommendation of School Health Services of the Department of Health and the Department of Pupil Personnel.

NUMBER OF PUPILS SERVED: 240

PROGRAM OPERATION:

The program at Sharpe Health School emphasizes independent living and provides each child the opportunity to develop intellectually and physically to his maximum as well adjusted individual. The emphasis in the school program is to teach pupils to become as self sufficient as possible, to foster maximum mental development and help students develop skills and attitudes which will make as many as possible potentially employable. The teacher is an integral part of the team that includes doctor, nurse, social worker, psychologist, counselor, physical and occupational therapist. Counseling is an on-going activity so that the student will adjust to his situation and return to regular school when he is physically able.

The students in the secondary department follow a course of study geared to individual ability, including college preparatory course, business course, vocational education, and general education courses. Some graduates enter college; others are prepared for work. Two years prior to graduation, students are referred to D. C. Department of Vocational Rehabilitation for evaluation and eventual job placement. The majority of students have physical disabilities of an orthopedic or neurological nature.

The program includes: an elementary and secondary diversified curriculum with teachers specially trained to meet the individual learning needs of the students in a setting where the teacher-pupil ratio is 13 to 1;

equipment adapted to needs of handicapped to facilitate learning and body development; a speech therapy program; a vocational evaluation and training program in cooperation with the Office of Vocational Rehabilitation; a Career Development department designed to prepare the non-college-bound high school graduate for job placement; transportation by school operated vehicles to and from school; and a physical education program (including aquatics) which promotes development of gross motor skills and increased enjoyment of leisure time activities.

PROGRAM ADMINISTRATION AND SUPERVISION:

a) Department of Special Education for Educational Services.

b) Department of Human Resources for Health Services.

FUTURE DIRECTION OF PROGRAM:

a) A pre-school program for physically handicapped children that will include early identification, parent involvement and wholesome attitude development throughout the community.

b) An Extended-Day Program for Handicapped Adults that will provide basic education and vocational training to all kinds of handicapped adults in the community on an ongoing basis.

PROGRAM LOCATION: Sharpe Health School, 4300 Thirteenth St., N.W.

PERSONNEL BREAKDOWN:

1	Principal
1	Assistant Principal
30	Classroom Teachers
2	Counselors
1	Social Worker
2	Physical Education Teachers

1	Psychologist
1	Administrative Aide
4	Educational Aides
1	Clerk Typist
1	Cook
2	Cook-Foreman
3	Food Service Workers

COST OF PROGRAM: $618,616

CENTER FOR THE PHYSICALLY HANDICAPPED
(SHARPE HEALTH SCHOOL)

Teacher Competencies

Teachers at Sharpe Health School should demonstrate the knowledge, attitudes, and skills necessary to:

Instruct orthopedically handicapped students including those who may require special materials and adaptations in order to learn

Understand and adjust to a specifically designed facility which includes a variety of special equipment for the physically handicapped

Develop a program which minimizes the physical impairment of the student by stimulating and motivating a feeling of achievement

Provide a flexible program of social skills development and personal acceptance skills leading to self-awareness and self-sufficiency

Develop a parent education program which includes guidance and counseling for parents and siblings

PROGRAM TITLE: PROGRAM FOR THE PROFOUNDLY RETARDED

PROGRAM LEVEL: VII

PURPOSE: To provide a sheltered environment with medical support for identified school age profoundly retarded children.

OBJECTIVES: To provide public school services for a selected number of profoundly mentally retarded students who would otherwise either remain at home or be placed in an institution.

To develop a teacher/parent partnership component for skill development and home reinforcement.

To explore varied approaches and develop an operationally feasible method to teach profoundly retarded children in the public school setting.

To explore the impact of land and water exercises on motor development, body strength and body image.

To increase and/or teach developmental skills based on Gesell's four fields of behavior: motor behavior, adaptive behavior, language behavior, personal social behavior.

TARGET GROUP OF PUPILS: Pupils who have been identified as profoundly mentally retarded by the Department of Pupil Personnel Services and placed by the Placement Office Department of Special Education.

CRITERIA FOR PUPIL SERVICE: School exclusion due to minimal or lack of development and/or training in the following area:

- ambulation
- feeding
- awareness
- dressing
- basic understanding
- speech
- toileting
- undressing

Students are programmed into a specific schedule of school training and home reinforcement. Parents are taught to provide maximum and continuous activities centered around motor behavior, social behavior, language behavior, and adaptive behavior.

NUMBER OF PUPILS SERVED: 20

PROGRAM OPERATION:

The school staff team members will conduct a needs assessment in the home of each child in the program to determine basic level of performance.

This team will plan an individual training program in motor behavior, adaptive behavior, language behavior and personal social behavior for each student according to his needs and including the following:

- specific behavioral objectives
- school skill development training component
- home reinforcement training component
- specific observation procedures
- specific recording procedures
- land and water exercises component

Utilizing certain knowledge gained from observation of students and exploration with various approaches, team members will begin to develop a curriculum guide for use with profoundly retarded students.

PROGRAM ADMINISTRATION AND SUPERVISION: Department of Special Education

FUTURE ADMINISTRATION OF PROGRAM:

After a year of exploration and program development, the Department of Special Education will determine the feasibility of this program.

PROGRAM LOCATION: Sharpe Health School, 4300 13th St., N.W.

PERSONNEL BREAKDOWN:
2 Teachers
10 Educational Aides (Title I)

COST OF PROGRAM: Incorporated into Sharpe Health School Budget.

PROFOUNDLY RETARDED PROGRAM
(Sharpe Health School)

Teacher Competencies

Teachers in the Profoundly Retarded Program should demonstrate the knowledge, attitudes, and skills necessary to:

Develop a teacher/parent partnership program designed to provide home reinforcement techniques including a provision of home instruction

Plan and implement a program of land and water exercises which focus on motor development, body strength and body image

Teach developmental skills of psycho motor, adapture behavior, language behavior, and personal social behavior

Work effectively with a number of professionals and para professionals as a team and to provide a program of diversified sub-school training skills.

PROGRAM TITLE: MORSE CRISIS INTERVENTION CENTER

PROGRAM LEVEL: VII

PURPOSE:

Morse will provide a temporary intervention program for junior high school students who experience difficulty in the regular classroom environment because of behavioral problems and whose teachers are unable to provide an appropriate educational program.

OBJECTIVES:

To provide a per semester intervention program for boys and girls who exhibit behavioral problems severe enough to cause management difficulties in the regular school setting.

To provide an individualized program of behavior management and self-discipline through achievement motivation.

To provide a program of intervention, transition, and follow-up for those students enrolled at Morse.

TARGET GROUP OF PUPILS:

Identified behaviorally problemed junior high school students in the 8th or 9th grade who present management difficulties at the local school.

CRITERIA FOR PUPIL SERVICE:

Identification by the Department of Pupil Personnel Services in the junior high school.

School history of aggressive or unacceptable school behavior.

Evidence that sending school has exhausted available resources at the local school level.

Students are recommended by the Department of Pupil Personnel Services as needing a detailed behavior management and adjustment environment for a limited amount of time. Placement services, Department of Special Education, reviews assessment information and arranges an evaluation and placement conference. Students acceptable to the program are sent to Morse on a semester basis.

NUMBER OF PUPILS SERVED:	A maximum of 60 students during any given semester.
PROGRAM OPERATION:	Morse will offer a per semester intervention program. Students will be organized on the group management structure. That is, groups will be formed for both academic and non-academic activities as reflected in achievement, sociometric, and other information gathered. Individaulized behavior modification and guided group interaction will form the behavioral change and management program for the students. Since this is essentially a semester school, programmed materials and individual achievement motivation plans will be used extensively. Specific attention will be given to planning for the evaluation and return of students to the regular educational environment.
PROGRAM ADMINISTRATION AND SUPERVISION:	An assistant principal. A resource teacher. Support from specialty supervisors.
FUTURE DIRECTION OF THE PROGRAM:	It is desirable that local schools develop successful behavior management techniques. Therefore, emphasis will be placed on the implementation of a concept of "teachers for training teachers." The staff at Morse will work cooperatively with local school personnel, i.e., teachers, principals, counselors, to develop skills in pupil management at the local school.
PROGRAM LOCATION:	Morse School, 430 R Street, N.W.
PERSONNEL BREAKDOWN:	Assistant Principal Classroom Teachers (9) Counselor Social Worker Administrative Aide
COST OF PROGRAM:	$172,531

MORSE CRISIS INTERVENTION CENTER

Teacher Competencies

Teachers at Morse Crisis Intervention Center should demonstrate the knowledge, attitudes, and skills necessary to:

Provide an individualized intervention program for a prescribed period of time for those students who exhibit severe behavioral problems which cause management difficulties in the regular school setting

Develop educational strategies and behavior management techniques which lead to the return of the student to the mainstream and follow up support to the receiving teacher

Organize and maintain a program which provides for systematic observation, recording and interpretation of information about student behavior which can be used by the regular teacher

Work cooperatively and on a continuing basis with other departments and agencies which have an interest in behaviorally problemed youth

Provide an interrelated educational and social skills development program on an individualized student plan.

PROGRAM TITLE: PIERCE SCHOOL JOB DEVELOPMENT AND EVALUATION CENTER

PROGRAM LEVEL: VII

PURPOSE: To provide for assessed mildly retarded youth a career development-workstudy program designed to meet the specific needs of each student prior to trade-skill training or employment.

OBJECTIVES: To develop and place into jobs retarded youth capable of competitive employment.

To assist assigned students to achieve their maximum academic plateau through diversified programming.

To provide a career development program emphasizing pre-employment skills and employment follow-up services.

TARGET GROUP OF PUPILS: Students assessed by the Department of Pupil Personnel Services and judged to need a vocationally skewed controlled environment.

CRITERIA FOR PUPIL SERVICE: Mild to moderately retarded students who cannot function full-time in the regular school setting with supportive services.

Students who could benefit from a career and job development program leading to job placement, but who cannot function at the time in a regular vocational school. Job placement, then becomes the ultimate means for students to leave the program. However, opportunity is open for any student who can meet established criteria to be programmed into a regular vocational school.

NUMBER OF PUPILS SERVED: 80

PROGRAM OPERATION: Students accepted to the program will be entered into the job evaluation and career interest phase of the program. After a survey period students will begin a second phase consisting of job exploration and job development skills. In the third phase students will be individually programmed into academic and prevocational modules. Work study programs like the cooperative plan, and others, will provide the final formal school phase of the program. The ultimate goal will be to place students on a job full-time.

PROGRAM ADMINISTRATION AND SUPERVISION:	Principal Job Development Specialist. Support from Vocational Rehabilitation. Support from Department of Career Development.
FUTURE DIRECTION OF THE PROGRAM:	To expand and implement a job development and evaluation center facility and services to operate on a non-categorical basis.
PROGRAM LOCATION:	Pierce Center, 1367 G Street, N.E.
PERSONNEL BREAKDOWN:	1 Principal 12 Teachers 1 Counselor (job) 1 Job Development Specialist 1 Social Worker 1 Administrative Aide 2 Educational Aides
COST OF PROGRAM	$235,134

PIERCE SCHOOL JOB DEVELOPMENT AND EVALUATION CENTER

Teacher Competencies

Teachers at Pierce should demonstrate the knowledge, attitudes, and skills necessary to:

Create an occupation development program which emphasizes pre-employment skills training, skills development, and employment

Understand the nature and needs of retarded students and provide an individualized educational program commensurate with the variety of developmental needs presented

Plan an occupation development program designed to provide a system of vocational evaluation, vocational interest, and job sampling activities

Implement and maintain a program of occupation skills development organized sequentially and ranging from concrete to abstract

PROGRAM TITLE: CENTERS FOR THE TRAINABLE MENTALLY RETARDED

PROGRAM LEVEL: VII

PURPOSE:

To provide educational, pre-vocational and vocational instruction on a city-wide basis for children and youth classified according to American Association of Mental Deficiencies (AAMD) standards as trainable mentally retarded.

OBJECTIVES OF THE PROGRAM:

To provide a comprehensive program of personal social skills development, adaptive behavior skills, language development, and psychomotor skills development.

To provide a program of job awareness skills training for specific adolescents capable of vocational training.

The Portal School Program - Urban Teacher Corps in cooperation with Howard University's Department of Special Education is in residence at the site. This program provides special training and staff development for graduate students and teachers interested in working with exceptional children assessed as trainable mentally retarded. - Mamie D.Lee School.

TARGET GROUP OF PUPILS:

Those assessed by the Department of Pupil Personnel Services and determined by the Placement Office, Department of Special Education as trainable students in need of a sheltered environment.

CRITERIA FOR PUPIL SERVICE:

Sub average intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior.

Students with communication skills difficulties associated with their retardation. Students ages 3 to 21- Mamie D. Lee, 14 to 21 Richardson Annex and Lenox Annex.

When communication and adaptive behavior skills improve through individualized, intensive training and the student becomes amenable to testing and has a greater ability to learn the basic academic skills, he is placed in a higher level program. This is determined by reassessment and recommendation by the Department of Special Education Placement Office. Job training and placement by the Vocational Rehabilitation Administration is possible through a cooperation program with this agency.

Students are integrated into the educational mainstream when possible through community programming, inter-school activities, and intra-departmental functions.

NUMBER OF PUPILS:

221 - Mamie D. Lee
45 - Richardson Annex
60 - Lenox Annex

PROGRAM OPERATION:

The primary function of this program is to train the mentally retarded child and to provide for that individual a comprehensive program of practical life-skill development that enables him to attain a comfortable level of socio-economic semi-dependency and when feasible-independence. This is accomplished through specialized instruction in specific educational facilities.

Special curriculum is developed geared to the needs and abilities of the students serviced in this facility.

Specialized personnel provide for the unique and particular needs of trainable mentally retarded children. An elementary and secondary diversified curriculum with teachers specially trained to meet the individual learning needs of the students is provided in a setting where the teacher-pupil ratio is 12 to one. Special individual services including guidance, counseling, and employment skills training are provided. The physical education program emphasizes development of gross motor skills and increased enjoyment of leisure time activities.

Paramount to the program is the parent involvement program. Parents are encouraged to come to the school and work directly with teachers in a teacher/parent cooperative effort to improve the learning environment.

PROGRAM ADMINISTRATION AND SUPERVISION:

School units are under the administration and supervision of a Principal or Assistant Principal.

FUTURE DIRECTION OF THE PROGRAM:

Mamie D. Lee will be developed into a Child Development Center with teacher training as a major function. Smaller school units, when possible, will be merged with local schools for overall administration, and technical supervision will be provided by specialists from the Department of Special Education.

PROGRAM LOCATION

Mamie D. Lee- Fort Totten Drive and Gallatin Street, N. W.

Richardson Annex- 53rd and Blaine Streets, N.E.

Lenox Annex- 4th and M Streets, S. E.

PERSONNEL BREAKDOWN:

Mamie D. Lee

Principal
Assistant Principal

29 teachers
1 Psychologist
1 Social Worker
1 Counselor
2 Vocational Education Teachers
1 Librarian
10 Educational Aides
1 Administrative Aide
1 Clerk

Richardson Annex

8 Teachers
1 Counselor
2 Educational Aides

Lenox Annex

Assistant Principal
9 Teachers
1 Counselors
1 Administrative Aide

COST OF PROGRAM

Mamie D. Lee	$578,955
Richardson Annex	133,484
Lenox Annex	166,068

CENTER FOR THE TRAINABLE RETARDED
(Lee, Richardson and Lenox)

Teacher Competencies

Teachers in the Centers for the Trainable Retarded should demonstrate the knowledge, attitudes and skills necessary to:

Understand the nature and needs of the intellectually deficient student

Assemble, document and write a case study for each pupil containing an assessment of his strengths and weakness in cognitive, perceptual, motor, social and personal-care areas

Prepare and implement an instructional prescription based on this data

Initiate and maintain effective parent-teacher counseling sessions

Part III

PROGRAM TITLE:	CENTER FOR THE HEARING IMPAIRED Grant School
PROGRAM LEVEL:	VII
PURPOSE:	To provide a learning environment complete with audiometric equipment for specifically identified children who need the constant services and supervision of a specialist trained in deaf education. Program is operated on K-12 basis.
OBJECTIVES:	To provide a comprehensive educational program for those hearing impaired and deaf students who require the use of special audiometric equipment. To integrate the older hearing impaired students into a program of part-time non-academic activities with their hearing peers.
TARGET GROUP OF PUPILS	Identified students who are functionally deaf and hard of hearing who register below the decibel requirement for successful school attainment.
CRITERIA FOR PUPILS SERVICE:	Students who register 30-70 decibels on a standard audiometric test. Students who exhibit specific behaviors which indicate hearing difficulty. Students assessed as needing and/or who constantly use amplification instruments. After an initial program in a sheltered environment with special techniques and training specific students are moved to a regular school. Follow-up services, supervision, and equipment distribution are provided by the Center Staff at Grant. Older hearing impaired students are scheduled into the regular junior high school for contact and exposure to their hearing peers.

NUMBER OF PUPILS SERVED: 57

PROGRAM OPERATION:

Emphasis is on language and communication skills development. Pupils are encouraged to learn to to finger spell and/or lip read. Teachers are required to have specific knowledge of how to teach deaf and hard of hearing children. Both the Simultaneous and Oral techniques will be utilized depending on the student's degre of hearing loss and response to treatment. Specific concern is taken to develop and coordinate a parent involvement and home reinforcement program. Teacher/Parent teaching and reinforcement are vital and necessary components of the program.

Students of secondary school age are integrated into mainstream non-academic selected activities at Francis Junior High School while receiving their academic instruction at the Grant School Center.

PROGRAM ADMINISTRATION AND SUPERVISION:

Program Director - Assistant Principal.

Support from the Speech and Hearing Clinic.

Support from outside agencies concerned with deaf education.

FUTURE DIRECTION OF THE PROGRAM:

Plans are to develop a language development and communications demonstration center designed to provide school/home, teacher/parent, and community agencies with instant and accurate information and materials concerning the deaf, hard of hearing, and other communication disorders. As children are ready they will be moved to regular schools for Level V services.

PROGRAM LOCATION:

Grant School (For elementary school aged children)
22nd and G Sts., N.W.
Washington, D.C.

Francis Junior High School
24th and N Street, N.W.
Washington, D.C.

Program Location-(cont'd.)	Other regular elementary schools to be utilized as space availability becomes known for special class/station programs (Level VI program design).
PERSONNEL BREAKDOWN:	Assistant Principal 10 Teachers 1 Art Teacher 1 Counselor 4 Educational Aides 1 Administrative Aide
COST OF PROGRAM:	$214,525

CENTER FOR THE HEARING IMPAIRED
(GRANT SCHOOL)

Teacher Competencies

Teachers of the Hearing Impaired should demonstrate the knowledge, attitudes, and skills which are necessary to:

Utilize sociological, audiological, and psychological information in educational planning and counseling for both hearing impaired children and their parents.

Understand the structure of the English language (linguistics) and the aquisition and use of language (psycholinguistics), and the implications of these areas for the education of hearing impaired children.

Instruct hearing impaired children in language and communication skills development.

Understand either the Simultaneous or Oral technique to communicate with the hearing impaired.

Develop a parent involvement program including home reinforcement activities, parent volunteers, and parent and family counseling.

PROGRAM TITLE: BLAIR SHELTERED WORKSHOP CENTER

PROGRAM LEVEL: VII

PURPOSE: Blair Center is a pre-employment training program in a sheltered workshop atmosphere leading to dependent employment.

OBJECTIVES: To develop and maintain personal care and social adequacy skills in a non-academic setting according to the individual needs of students.

To provide a vocational training program in a sheltered workshop atmosphere.

To provide a program of job sampling and task development skills prior to placement in sheltered employment.

TARGET GROUP OF PUPILS: Severely retarded youth ages 14 to 21 who are unable to profit in a special school setting.

CRITERIA FOR PUPIL SERVICE: Youth are admitted to the program who need a protective environment; Severely retarded students who require constant supervision; and students capable of task orientation.

NUMBER OF PUPILS SERVED: 35-40

PROGRAM OPERATION: The program operates on an individual basis. Students will be given an opportunity to master single or double sequential tasks in a simulation atmosphere.

The development and maintenance of personal care and social adequacy skills will be a regular part of the instructional program. Movement of specific students into a special school setting or special class in a regular school is possible through the reassessment process.

	An attempt will be made to place specific students in cooperative sheltered employment positions.
PROGRAM ADMINISTRATION AND SUPERVISION:	Principal part-time supervisory support from the Department of Career Development.
FUTURE DIRECTION OF PROGRAM:	To provide a sheltered workshop training facility in cooperation with vocational education for students with specific needs without regard to disability.
PROGRAM LOCATION:	Blair Center, Six Eleven Eye St., N. E.
PERSONNEL BREAKDOWN:	1 Counselor 4 Educational Aides 1 Clerk-Typist 2 Teachers (Provided by the Department Career Development)
COST OF PROGRAM:	$55,267

BLAIR SHELTERED WORKSHOP CENTER

Teacher Competencies

Teachers at Blair should demonstrate the knowledge, attitudes and skills necessary to:

Understand the nature and needs of severely retarded young adults who need a sheltered environment

Provide a social skills and personal care development program on an individual student plan basis

Develop a program of parent education, parent counseling, and home teaching to maximize the training period and training input

Develop and maintain a program which provides for the development of sequential tasks in a simulation atmosphere.

Part III

PROGRAM TITLE: MENTAL HEALTH SPECIAL STATIONS

PROGRAM LEVEL: VIII

PURPOSE: To provide a re-education and instructional maintenance service to District of Columbia Public School students, who because of severity of diagnosed emotional problems, have been placed in a day care psychotherapeutic treatment program in an Area Mental Health facility.

OBJECTIVES: To clearly define the role of the public school teacher in a therapeutic milieu.

TARGET GROUP OF PUPILS: Students who have been placed, committed or accepted for therapeutic treatment within each agency.

CRITERIA FOR PUPIL SERVICE: Criteria for admission to the Mental Health Station is currently controlled by each agency.

NUMBER OF PUPILS SERVED: It is estimated that 120 pupils will be served, with an 8 to 1 pupil/teacher ratio.

PROGRAM OPERATION: Students are provided therapeutic and academic services. Therapy related to the psychosocial development of the students is provided by a staff trained in various therapeutic areas by the Department of Human Resources.

The Department of Special Education provides teachers who assign and implement the necessary instructional program designed to meet the needs of each student. The time a student spends in the therapeutic portion of this program is determined by the severity of psycho-social problems.

When a student shows sufficient improvement in his psycho-social development to be able to manage a regular school situation with primarily educational support, he will then be referred to the Department of Special Education for recommended placement.

PROGRAM ADMINISTRATION AND SUPERVISION:	The public school education component is administered by the Department of Special Education. The non-educational component of the program is administered and supervised by the Department of Human Resources.
FUTURE DIRECTION OF THE PROGRAM:	Will be determined by the evaluation of the effectiveness of this type of therapeutic service for children manifesting severe psycho-social problems.
PROGRAM LOCATION:	Area A - Community Mental Health Center Area B - Community Mental Health Center (to be established during 72-73). Area C - Community Mental Health Center (D.C. General Hospital) Area D - Community Mental Health Center (St. Elizabeth's Hospital) Occupational Training Center Developmental Services Center (D.C. General Hospital)
PERSONNEL BREAKDOWN:	Area A - 4 teachers Area C - 6 teachers Area D - 2 teachers Occupational Training Center - 1 teacher Developmental Services Center - 2 teachers (Children's Program, D.C. General Hospital) 1 Resource Teacher
COST OF PROGRAM:	$225,534

MENTAL HEALTH STATIONS

Teacher Competencies

Teachers in Mental Health Stations should demonstrate the knowledge, attitudes and skills necessary to:

Provide a therapeutic and academic skills development program for severely behaviorally disturbed children in a health care facility

Develop an instructional program based on a psychosocial and psychoeducational model in conjunction with Human Resources services in the specific setting

Plan and implement an individualized program designed to initiate behavioral change, stabilize desirable behavior, and return students to the educational mainstream with follow up services

Develop a program which will increase the student's tolerance for education and provide for his movement along the continuum of services toward integration into the mainstream.

PROGRAM TITLE: TUITION GRANT PROGRAM

PROGRAM LEVEL: IX

PURPOSE: To provide public funds to private agencies for the purpose of educating handicapped children whose educational needs cannot be met by public school Special Education Programs.

OBJECTIVES: To arrange contracts with all private facilities necessary in order to provide appropriate educational placement for all children in need of a tuition grant.

To notify those parents whose children have been recommended for a tuition grant.

To assist parents in securing an appropriate placement for their child.

To guarantee, by continuing follow-up, that quality services are given to all students in private facilities on D. C. Public School Tuition funds.

To establish criteria for standards of acceptability for private facilities.

TARGET GROUP OF PUPILS: Those students diagnosed as blind; Deaf/Hearing Impaired; Emotionally Disturbed; Mentally Retarded; Health Impaired; Neurologically Impaired; and Multiply Handicapped whose needs cannot be adequately met by D. C. Public School Special Educational Program.

CRITERIA FOR PUPIL SERVICES: Child is determined in need of special education service by the Department of Pupil Personnel, then determined by Special Education Placement Office in need of a private facility placement.

NUMBER OF PUPILS SERVED: Last year this program served 381 pupils. This year we are projecting approximately 590 students to be served by the program.

PROGRAM OPERATION: Recommendation for tuition comes to this office through the Special Education Placement Office. Parents are notified that tuition has been granted and are sent an application to be returned to the Tuition Office. If assistance is needed in locating a proper facility, the parents are given a list of schools with which we have contractual agreements. The parent then selects the school which he finds most appropriate, informs our office, then the child is processed for attendance to that facility.

PROGRAM OPERATION: (continued) At the end of the year the schools are requested to send a complete evaluation and progress report which is used to determine if tuition is necessary for the the following year.

PROGRAM ADMINISTRATION AND SUPERVISION: Department of Special Education

FUTURE DIRECTION OF PROGRAM: To significantly reduce the number of children receiving service under this program through:

> Development of new quality programs within the Department of Special Education to meet the educational needs of these children
>
> Reassessment of the educational needs of children currently receiving tuition grants to determine if their educational needs can be met through existing programs and services within the Department of Special Education.

To develop criteria to form the basis for certification of private facilities to which children are referred under this program.

PROGRAM LOCATION:

Tuition Grant Program
Room 602
415 12th Street, N. W.
Washington, D. C.

PERSONNEL BREAKDOWN:

1 Supervisor, TSA-10
1 Administrative Aide, GS-6
1 Tuition Assistant, GS-6
1 Administrative Clerk, GS-5

COST OF PROGRAM: $1,471,052

TUITION GRANT PROGRAM

Teacher Competencies

Up to the present time, before a tuition grant was given, programs were investigated for suitability to a child's needs, but teacher qualifications and competencies were not a specific part of the investigation. It is the intent of the Board of Education to assume this responsibility as delineated in Part VI of this report.

PART IV

PROCEDURAL STEPS AND DUE PROCESS

The right of a child to equal educational opportunity becomes the responsibility of all school personnel. It is essential that a systematic approach to fulfilling this responsibility be established by the school system. Any alteration of the basic program of instruction which is regularly provided for the majority of students must be carried out by the use of due process and must be in keeping with the concept of equality of educational opportunity. The public school system of the District of Columbia represents a governmental structure established for the purpose of providing instructional services as well as those non-instructional supportive services which cannot logically be separated from the delivery of instructional services without imposing undue handicaps and constraints on students. Thus the flow of services provided students by the school system must be continuous and consistent with the requisites of educational opportunity.

A. IDENTIFICATION PROCEDURES

1. Students requiring intensive educational assistance, assessment, and follow-up services can be referred to the Department of Pupil Personnel Services through principals. The basic procedure for initial special service placement should begin with the classroom teacher. Anyone interested in having an assessment of a child made should contact the child's classroom teacher. The classroom teacher will then forward all relevant information to the principal. A staff member of a Pupil Personnel Services Area Center consults with the referring party (principal) about the child for whom assistance is desired. This contact can be implemented through the school, home or community agency. After this initial conference and subsequent review of existing school records and previous reports, a decision is made whether or not to generate a building level Pupil Personnel Center-School Staff Conference. At this level of intervention, three forms of educational strategy can evolve. They are as follows:

   (a) A written report by the school psychologist or school social worker outlining a cooperative approach towards assisting the teacher in the

Procedural Steps and Due Process (continuation)

areas of diagnostic teaching, prescriptive programs, or behavior modification and classroom management. This is considered a regular classroom service, therefore not falling within the purview of an alternative educational program for the child requiring the due process procedure outlined in the Court Order. In this situation the parent will be informed, in writing, by the principal of the supportive service that will be provided the child. If the parent objects to this proposed service, the principal will be notified, and in turn will send a request to Pupil Personnel Services for a more through assessment.

(b) A school building conference is planned by Pupil Personnel staff as a follow-up support to the initial referral contact. This could involve Child and Youth staff, school personnel, parents, and the disciplines in identifying, screening, and planning a more intensive educational program for the child. A copy of this report is forwarded to the Department of Special Education for placement of the child in a suitable and appropriate educational program.

(c) Written reports are prepared to make appropriate referrals to and coordinate services with community resources available within and outside of the Pupil Personnel Center area.

The procedure described above can only be initiated by the classroom teacher. If the child is not enrolled in school, then he should be enrolled in the appropriate neighborhood school, and the procedure described herein initiated.

B. HEARING AND APPEAL PROCESS

Prior to placement, and immediately following assessment, the proposed alternative educational program designed for the child is forwarded to his parent or guardian. At this point, the parent is notified of his right to object to the proposed placement and the right to a hearing before a hearing officer. This notification will be routinely handled by the Placement Officer within the Department of Special Education. A specimen of this letter, entitled "Rights and Procedures," is attached in the appendix.

Procedural Steps and Due Process (continuation)

C. PLACEMENT PROCESS

Once the Department of Pupil Personnel Services has completed a full assessment, their findings and recommendations are forwarded to the Department of Special Education for placement of the child. At this point educational and medical data are reviewed to determine if the child is educationally exceptional. The placement officer may then make an immediate decision specifying the appropriate educational setting and/or schedule a case conference. The parent or guardian is informed of his right to object to the proposed placement as in "B" above.

If a case conference is required, it will include all individuals with information relevant to an educational placement decision, including among others parents, guardians, the child, and teachers.

Once a placement decision is finalized, appropriate educational assessment data is reproduced for transmittal to the receiving school and teacher. Where necessary, transportation is scheduled.

An intake conference at the facility is scheduled for the parent, receiving teacher, principal, educational specialist or program coordinator and others. This conference is designed to:

Acquaint parents with the facilities and introduce parents, teachers, and principal to one another.

Familiarize the parents with the short-term and long-term goals of their child's educational program.

Periodic reassessment of the child will be conducted to monitor his progress. Changes in the program placement will be determined by the attainment of specific goals delineated and designed for each child. Decisions for discharge to full-time regular programs will be based on recommendations from the Department of Pupil Personnel Services and/or School Health Services.

DISCIPLINARY ACTIONS

The District of Columbia Public School System shall not, on grounds of discipline, cause the expulsion, exclusion, suspension, postponement, interschool transfer, or any other denial of access to regular instruction in the public schools to any child for more than two (2) days without due process as outlined in the decree. In essence the child and his parent or guardian must be notified of the proposed disciplinary action, the reasons therefor, and of a right to a hearing before a hearing officer.

1. Procedure

   a. Whenever a disciplinary action becomes necessary, the teacher must report, in writing, this necessity to the principal. At this point, the principal either moves to suspend the student or return him to his classroom. If the principal decides to return the child to his regular classroom it is suggested that a conference be held with all concerned parties in attendance i.e., student, teacher, principal etc.

   b. If it is decided by the principal that the child is to be suspended in excess of two (2) days, a letter of notification describing the proposed action, the reasons therefor, and of a right to a hearing before a Hearing Officer, shall be mailed to parents by registered mail or hand delivered. During the interim period the child must be maintained in his regular classroom or furnished appropriate alternative educational placement.

   c. If the parent objects to the proposed action, then within two (2) days, the principal should be informed of such objection (in writing).

   d. The principal should then contact the Sepcial Assistant to the Superintendent for the Waddy Decree so that a time, date, and location of a hearing can be established. The initial contact to establish a reasonable time, date and location for the hearing will be done by telephone contact with the parent and mutually decided.

e. The Special Assistant to the Superintendent for the Waddy Decree will inform the parents by mail of the time, date and location of hearing.

f. The Hearing Officer who is to sit for the hearing, will be informed of the time, date and location of the hearing by the Special Assistant to the Superintendent for the Waddy Decree.

PART V: INTRA-SYSTEM RESPONSIBILITIES AND COORDINATION

The fundamental right of every child to equality of educational opportunity shall be implemented through the appropriate efforts of all school personnel as a concomitant non-negotiable responsibility of employment. The effective delivery of instructional services and those essential non-instructional support services to students shall be required. In order that this responsibility may be implemented with continuity and effectiveness, it is critical that there be a systematic approach to the provision of such services. This systematic approach should delineate adequately its core elements and the key personnel responsible for ensuring that it is implemented.

The following are the key elements of a systematic approach to the provision of essential instructional and non-instructional services to exceptional students:

1. External Outreach Identification of Potential Clientele
2. Internal Identification of Clientele
3. Assessment of General Needs of Clientele
4. Establishment of System Goals, Objectives, and Priorities
5. Prescribing Programmatic Placement
6. Application of Due Process Factors
7. Implementation of Programmatic Placement Determinations
8. Operation of Instructional Programs
9. Follow-up Review of Placements
10. Evaluation of Systematic Approaches

Because exceptionality is not necessarily a continuous condition in a child's school life, the elements listed above are not absolutely sequential in their operation. Two factors, i.e., when the exceptionality develops, and when the exceptionality is identified by school personnel, will determine when the appropriate elements are to be applied in the system's provision of services. The more effectively the delivery of services is systematized the better will be response time between the identification of need and the delivery of services to meet the need.

The Board of Education by virtue of its vested authority has the responsibility for effecting policies to ensure compliance with the mandate to provide equality of educational opportunity as a fundamental right. For those parents or guardians who send their children to non-public educational institutions, the Board of Education also has the responsibility to make certain that such institutions do, in fact, provide equal educational opportunity. The primary responsibilities of the Board of Education are in the following areas:

1. Establishment of certification standards which must be met by all teachers and/or ancillary personnel according to applicable regulations.

2. Establishment of minimal curricular guidelines for instruction and assurance of their use.

3. Periodic review of the programs and services which are provided for students.

4. Ensure that the compulsory school attendance law is enforced and that pupil accounting procedures and regulations are followed by all agencies and institutions which enroll school age children.

The Superintendent of Schools is directly responsible to the Board of Education for the implementation of its policies. As the officer responsible for the overall administration of public education in the District of Columbia, the Superintendent is responsible for insuring that within the available resources, equal access to equality of educational opportunity is established. The Board of Education and the Superintendent of Schools constitute the mechanisms by which basic decisions related to the provision of educational services to exceptional students are established. In-adequacies of educational services to students which cannot be traced to the inadequacy of available resources are the ultimate responsibility of the Board of Education and the Superintendent of Schools.

The following are concise statements of the roles of key school personnel in the application of the essential elements of the systematic provision of services to exceptional students:

A: External Outreach Identification of Potential Clientele

The Department of Pupil Personnel Services in conjunction with the Public Information Office shall conduct quarterly outreach efforts through the various public media.

Bi-Annual reports identifying clientele served will be submitted to the public schools by all non-public and public agencies and institutions that provide services for exceptional students within the District of Columbia.

The Department of Pupil Personnel Services will conduct an annual population census of residents of the District of Columbia between the ages of 3 to 18 years. (This census is dependent on Congressional appropriation of funds.)

The principal of each school shall send an annual "outreach" letter to each family represented in the school community.

B: Internal Identification of Clientele

Principals, teachers, counselors, and other appropriate professional school-based personnel shall be responsible for observing and studying students and making the appropriate referrals for those students who may seem to be in need of special educational services.

During the quarterly external outreach efforts, the Department of Pupil Personnel Services shall along with local school-based professionals intensify their efforts to identify exceptional students who are not receiving special educational services.

The Department of Special Education shall submit quarterly reports that provide a comprehensive record of the appropriate identifying data related to those students now receiving special educational services.

C: Assessment of General Needs of Clientele

The Superintendent of Schools and appropriate members of the Superintendent's Executive Council are responsible for formulating budget requests that accurately reflect the needs of exceptional children and for developing systematic programs and procedures to insure that appropriate special educational services are provided.

Principals, teachers, counselors, and other professional personnel who provide direct local school services to students shall assess the individual needs of students and establish the appropriate programs within the school whenever these are considered preferable. They shall be responsible for making the necessary documented referrals of those students in need of services to be delivered outside of the regular school setting.

D. Establishment of Goals, Objectives, and Priorities

General goals,objectives, and priorities shall be set by the Board of Education and the Superintendent of Schools.

Each appropriate unit of the school system shall submit its recommendations to the Superintendent for those goals, objectives, and priorities which it considers to be necessary for the fiscal year in the provision of services for students with needs for special educational services.

The Department of Special Education and Pupil Personnel Services are responsible for providing system-wide leadership in the provision of services to exceptional students.

Within the system-wide established goals, objectives, and priorities, each principal and classroom teacher is responsible for the establishment of operational programs and services to demonstrate that the system-wide goals, objectives, and priorities are being implemented at the local school level.

E: Prescribing Programmatic Placement

The Department of Pupil Personnel Services has the responsibility for prescribing programmatic placement for students who have been identified as having exceptional needs.

F: Application of Due Process Factors

Teachers, principals, and the Department of Special Education and Pupil Personnel Services have a direct responsibility to insure that the due process factors and procedures outlined in this document are adhered to in total. No action or decision related to placement, either temporary or permanent, is to be made without complete adherence to due process. The rights of the child and parents are to be preserved with vigorous compliance to due process.

G: Implementation of Programmatic Placement Determinations

The Department of Special Education has the direct responsibility for effecting the placements of all children who are identified through due process procedures as having exceptional needs requiring special educational services.

The responsibility for the placement of those students who require custodial care shall be jointly shared by the Department of Special Education as the representive of the school system and the Department of Human Resources of the District Government.

The principal shall be held responsible for insuring that placements within a regular school setting are effected in accordance with due process and equality of educational opportunity once the exact placement determinations are made by the Department of Special Education.

H. Operation of Instructional Programs

The Department of Special Education is responsible for insuring that special educational services provided students are in compliance with provisions of equality of educational opportunity.

Each assistant superintendent has a direct responsibility for the overall quality and continuity of regular school programs for children with exceptional needs and for those special educational services that come directly under his responsible administrative units.

The principal in each school is responsible for the quality and continuity of regular school-based programs for students with exceptional needs.

The classroom teacher is responsible for the quality of instruction provided students within the classroom and for the establishment of cooperative professional relationships with those personnel who are giving supportive assistance to students with exceptional needs.

I: Follow-Up Review of Placements

The Department of Pupil Personnel Services is responsible for initiating reviews of all placements for special educational services within one year after the placement has been effected.

The Department of Special Education is responsible for implementation of periodic assessments of those students receiving special educational services to determine if such services need to be expanded, kept at present level, or discontinued.

J: Evaluation of Systemmatic Approaches

The Associate Superintendent for Planning, Research, and Evaluation shall be responsible for conducting an annual assessment of this system's capacity and effectiveness in the delivery of special educational services.

The Departments of Special Education and Pupil Personnel Services shall submit annual reports providing a comprehensive assessment of their respective efforts in the delivery of special educational services.

The appropriate assistant superintendents in the development of their annual reports shall provide a section that gives an assessment of special educational services.

Each principal in his annual report shall provide a section that gives an assessment of special educational services, needs, and an assessment of the programs and services delivered. In addition, his monthly report will supply immediate information. A copy of this report is in Appendix D.

PART VI

INTER-AGENCY RESPONSIBILITY AND COORDINATION

Unimpeded access to equality of educational opportunity must be ensured by the Government of the District of Columbia. The Board of Education and the Department of Human Resources represent the two governmental agencies with prime responsibility for the provision of instructional services and those critical support services which are equally essential to human growth and development. The formal process of education is but one of the key services that government must provide for its young people. Health services--both physical and mental--and social services of many kinds are but a few of the services which are frequently essential to the ability to learn and develop to the fullest potential. True equality of educational opportunity necessitates that these and other vital services be rendered to assist the child who has exceptional needs.

A complete determination of responsibility for the provision of instructional and non-instructional resources between the Department of Human Resources and the Public Schools has not been effected. Also, there is a need for better coordination in the delivery of those resources which are provided by the two agencies. Presently, the school system directly administers services which by their nature are more appropriately the responsibility of the Department of Human Resources, and the converse is also true. An appropriate delineation of responsibility and coordination of effort is essential to obtaining the full value from the delivery of such resources.

Significant progress has been made in the effort to resolve both the problems of overlapping services and gaps in services. The public schools and the Department of Human Resources will continue to meet for the purpose of developing a more compatible comprehensive plan for the delineation and application of resources. The date of November 15, 1972 has been established for the finalization of a plan that will represent the best application and coordination of services between the two agencies.

The following are some of the key questions for which resolution shall be sought in the November 15th comprehensive plan to be submitted by the public schools and the Department of Human Resources.

1. What are the non-instructional services currently provided by the schools which should be provided by the Department of Human Resources?

2. What instructional services currently provided by the Department of Human Resources should be provided by the Public Schools?

3. What are the non-instructional service needs of students which are not now being met?

4. How can the services that each agency offers to students be maximized through changes in relationships or establishment of clearer lines of communication?

The continued meetings between the Public Schools and the Department of Human Resources for the purpose of delineating the responsibilities of the two agencies in the delivery of services to exceptional students, will be guided by the following agreements which have already been reached.

A. The Board of Education of the District of Columbia, in its function as a State Board of Education, has responsibilities in the conduct of all instructional programs in the District of Columbia for school-age children and in those situations where school-age children who are residents of the District of Columbia receive instruction through reimbursement from District funds in institutions not located in the District of Columbia.

The primary responsibilities of the Board of Education are in the following areas:

1. Establishment of certification standards which all teachers and/or ancillary personnel must meet according to the applicable regulations

2. Establishment of curriculum guidelines for all instruction and assurance of their utilization

3. Periodic review of the programs and educational services which are available to students

These responsibilities of the Board of Education should remain intact in each of these areas.

B. The education of youngsters, age 3-21, committed to the care of the Department of Human Resources, through Court Order or as a result of mutual agreement with parents, and residing in 24-hour residential care in any institution at the Children's Center Complex (Cedar Knoll, Oak Hill, Maple Glen and Forest Haven), D. C. Receiving Home, or in the 24-hour residential treatment facilities of the Mental Health Administration, will be the responsibility of the Board of Education. To insure maximum results from the rehabilitative processes, the Public Schools and the Department of Human Resources are committed to a thoroughly coordinated, cooperative effort.

All other children who are wards of the Department of Human Resources within the District of Columbia, are entitled to and should be educated by the Public School system. If in the course of their educational life, children develop special educational needs requiring institutionalization, it becomes the responsibility of the public schools to underwrite the portion of the treatment program pertaining to education. The Department of Human Resources shall be responsible for the board and care payments in such instances.

C. Diagnosis, placement decisions, and assignment of children to special educational services must involve parents and/or guardians within the process. Basic due process procedures shall be developed and as a minimum, shall include written notification about procedure, proper diagnostic testing, right to review placement recommendation and provisions for a hearing in case of disputes. These due process procedures shall be carried out whenever a child is moved from one program to another.

D. In the case of children placed in a community-based treatment program, the Department of Human Resources accepts the responsibility to work cooperatively with the public schools to provide a total program of therapeutic services to the extent that resources will allow. Responsibility for education shall remain that of the public schools. The total program of therapeutic services will be defined in future meetings of officials of the Department of Human Resources and the public schools. The Department of Human Resources and the public schools will jointly review and assemble a list of acceptable community treatment programs.

E. The Department of Human Resources will work cooperatively with the public schools to provide necessary services (types of services to be defined) to all other children with or without identifiable special educational needs. The provision of services to those exceptional children who do not require the specialized services offered by the Department of Human Resources shall be the responsibility of the Public Schools.

F. The determination as to whether or not an exceptional child is in need of highly specialized rehabilitative or residential services shall be the responsibility of the joint screening team established by the Department of Human Resources and the public schools. In such situations, the team shall perform the more complex diagnostic assessment required.

G. The Department of Human Resources and the public schools shall work cooperatively to establish a unitary set of standards for diagnosis and a definition of special rehabilitation, residential, and educational services.

H. The Department of Human Resources and the public schools are committed to the development of joint programs of an innovative nature to serve that universe of children identified by the joint screening team as not adjusting to the traditional classroom setting yet not requiring institutional care. To this end, the Department of Human Resources is proposing the expansion of therapeutic day care programs and the development of joint innovative efforts in behalf of emotionally disturbed children and youth.

Part VII

RELATIONSHIPS WITH COLLEGES AND UNIVERSITIES

Staff Development

An expanded and innovative program of staff development will be needed as the school system follows its new thrust. Regular classroom teachers and those who deliver special educational services will have needs, as will administrators and supervisors. Colleges and universities can be helpful in providing a variety of meetings and workships designed to satisfy their professional requirements.

Mutual planning will make it possible for the institutions of higher education to offer the courses most needed by District personnel. Modification and/or extension of courses and course sequences will be proposed by the school system to increase the relevancy of the training programs.

Information about licensing requirements for special teachers in District of Columbia schools will be disseminated to local colleges and universities and meetings will be held to discuss their intent and purpose.

Student Teachers

The placement in District classes of students being trained as special education teachers will be encouraged. This will develop a group of trained young people who are acquainted with Washington schools and the student population. The placement of student teachers in classes which have some children in need of special services will help acquaint them with the natural and desirable diversity that should obtain in regular classes.

In summary, the thrust of the cooperative working relationship of the public schools with the various universities and colleges will be in the following areas:

1. Securing the direct services of highly trained professional personnel as consultants.
2. Utilizing the school system as a resource center for training young people for attitudinal compatibility with the system's conceptual thrusts in the area of special education services.
3. Initiating university course content and direction modifications consonant with the system's approaches.

Relationships With Colleges And Universities (continuation)

4. Utilizing the resources of colleges and universities to improve the competencies of the system's existing personnel.

5. Providing breadth and expertise on special education advisory committees.

PART VIII

SHORT AND LONG RANGE OBJECTIVES

The goals of the Public Schools of the District of Columbia with regard to District residents of school age who require special educational services is to provide these services in a manner appropriate to the fundamental right of equality of educational opportunity regardless of the degree of exceptionality. In the effort to attain this goal, short-term and long-range objectives have been established. Short-term objectives are viewed as those that can be accomplished during school year, 1972-73. Longe-range objectives are those which are viewed as requiring more time than the school year 1972-73 to be achieved. Each of the objectives listed will receive the attention of school personnel during this school year; but because of the scope and complexity of certain objectives, some will be accomplished before others. All objectives are compatible with the conceptual thrust of special educational services advocated by the public schools.

The following short-term objectives are established:

Effective coordination of the services rendered by the Departments of Special Education and Pupil Personnel Services.

System-wide compliance with due process procedures as they relate to special educational services.

Effective articulation and coordination between support service personnel and personnel assigned to local school units.

Establishment of an effective program of outreach identification of potential clientele for special educational services.

Periodic assessment of those students receiving special educational services.

Provision of a thorough assessment of students prior to placement for special educational services.

Establishement of a program of staff development consistent with the needs of school personnel.

Significant improvement in the preparation of and services rendered by those teachers, supervisors, and administrators assigned to the Department of Special Education.

Reorganization of the Department of Special Education in accordance with the conceptual thrust of providing services first to the child's regular school setting.

Establishment of a process for system-wide statistical identification of the various populations in the District of Columbia receiving Special Educational Services.

Expansion of para-professional support services to students with exceptional needs.

Establishment of a mutually acceptable rationale for the services rendered by the Department of Human Resources and the Public Schools for school age children with exceptional needs.

Establishment of a cooperative and coordinated relationship between the Public Schools and the Department of Human Resources which results in the effective and appropriate delivery of services to school age youngsters with exceptional needs.

Preparation of budget request for FY '74 that reflects not only adequacy in the funding level but also an appropriate programmatic presentation consistent with the conceptual thrust and the needs of students.

The following long-range objectives are established:

Establishment of an effective program of preventive intervention at the pre-school age level in order to correct or compensate for identifiable physical, psychological, sociological, and intellectual factors that can serve as impediments to human growth and development.

Establishment of a system for the effective monitoring of all agencies and institutions, both public and private, within the District of Columbia which provide special educational or supportive services for students with exceptional needs.

Resolution of the recruitment and training needs relating to the staffing of the Department of Special Education and the in-service training required for regular classroom teachers.

Construction and remodeling of school facilities in order that such facilities will more effectively complement an educational program geared to maximizing the services that a local school unit can provide to a population with diversified needs.

Development of instructional materials and methodologies capable of responding effectively to the needs of those students who are identified as exceptional.

Reorganization of those services that are now adminstered exclusively by the Department of Special Education in order to establish an organizational structure system-wide that fully integrates the conduct and administration of special educational services into the mainstream of school affairs.

Establishment of highly effective child development centers combining the services of the Public Schools with those of the Department of Human Resources to permit an in depth assessment and diagnosis of educational and other needs of children.

Development of a program of services in the various categorical areas of special educational needs in which each need area is responded to in a thoroughly qualitative manner.

Staff Development: Priorities and Approaches (continuation)

(3) Program to be developed with selected institutions of higher education in accordance with specific needs and objectives as determined by participants and the Administrative Council for Special Education.

(4) TIME FRAME: To be completed by August 31, 1973.

4. Orientation and On-going Staff Development Planned and Implemented by Area Coordinators, Building Administrators, Discipline Supervisors, etc.

   a. Objectives:

      (1) To provide in-house staff development for Special Education teachers, paraprofessionals, and other personnel to meet the needs of specific disciplines, areas, or schools.

      (2) To provide orientation for new teachers and aides or experienced teachers and aides assigned to new or redesigned programs.

      (3) To provide support for teachers and other personnel in areas where specific needs are identified, e.g., assessment, teaching techniques (reading, mathematics, classroom management, individualized instruction, etc.)

   b. Participants: 500 teachers, paraprofessionals, administrators.

   c. Program: Individual program to be developed by area coordinators, supervisors, administrators, to meet individual needs.

   d. TIME FRAME: To be completed by June 15, 1973.

5. Parent Education

   a. Objectives:

      (1) To establish and maintain close communication between

Part IX

STAFF DEVELOPMENT: PRIORITIES AND APPROACHES

INTRODUCTION

Consistent with the conceptual statement regarding special education services in the District of Columbia, staff development must be planned to provide teachers, administrators and other personnel with the skills to deliver effective service to the exceptional children in their care. Further, it is important that the philosophy enunciated in the over-all plan as well as the nature and scope of services to implement the plan be interpreted to all regular school personnel in order to open lines of communication with all persons concerned with the education of exceptional children.

A. NEEDS AND PRIORITIES

The following are some of the more critical needs for staff development which will be resolved by effective programs of in-service training:

1. There is a need for assistance to administrators, supervisors and teachers to increase their knowledge and expertise in the area of special education services.

2. Qualified teachers in the various service areas of special education cannot be recruited in numbers sufficient to fill the staffing needs of the school system. Thus, the system must engage in a massive recruitment drive within the schools to select highly competent regular classroom teachers to staff those programs which require specialized services for students above those expected of the regular classroom teacher. Such teachers must be trained by the school system.

3. Many principals have an inadequate concept of special education and understanding of their role in the implementation of a program of specialized services for students within the regular local school unit. Principals must be prepared to give effective leadership to teachers in the provision of services to those students who require specialized programs.

4. Most teachers have had very little preparation in making accurate educational assessments of those factors which serve to provide permanent or temporary impediments to learning. Also, when difficulties arise, most teachers

Staff Development: Priorities and Approaches (continuation)

advocate the separation of students from the regular classroom setting of the local school unit rather than programming specialized services for them.

5. The Department of Special Education has generally operated as a school system within a system. Thus, many of the key school officials do not have an adequate understanding of the need to integrate special educational services into the mainstream of regular educational programs. Key school officials need staff development in order to comprehend appropriately their collective and individual responsibilities to the total provision of special educational services to students in accordance with due process and the fundamental right of a student to equality of educational opportunity.

6. New programs must be developed to provide appropriate service responses to needs of students, and these new programs must be understood by teachers, supervisors, and administrators in order to enhance their acceptance and effectiveness.

7. There is a need for all school personnel to be informed of the legal implications of the Mills Case.

8. There is a need for written procedural guidelines to be developed by the Board-Union Sub-Committee on Staff Development to spell out the process of planning and implementing in-service events within the framework of the Board-Union Contract, Article XXVII.

B. BOARD-UNION QUALITY EDUCATION COMMITTEE

It is recognized that there is in existence a Board of Education-Washington Teacher's Union Committee on Quality Education for the District of Columbia Public Schools, and that the indepth detailed staff development activities for personnel in Special Education, as well as for teachers in regular classes who have children with special needs, will be developed in cooperation with this committee . (Board-Union Contract, Article XXVII) The Board-Union Committee shall take responsibility for setting up sub-committees to function on a continuing basis so that planning and implementation of programs shall be a cooperative, ongoing effort throughout the school year.

Staff Development: Priorities and Approaches (continuation)

Proposed sub-committees are:

- Advisory Committee for Staff Development in Special Education
- Advisory Committee for the Department of Staff Development
- Advisory Committee for Curriculum Development in Special Education
- Advisory Committee for General Curriculum Development.

These should be continuing committees, with regularly scheduled meetings. The results of their deliberations and planning should be fed back to the over-all committee for action.

C. OVERALL GOALS AS RELATED TO NEEDS - 1972 - 73

The broad general goal is to provide a comprehensive program of staff development for representative personnel from the District of Columbia Public Schools as well as private and parochial schools to encourage growth in the knowledge, attitudes, and skills needed to educate exceptional children wherever they may be placed within the system.

More specifically, the goals are:

1. To ensure that all personnel are aware of the legal aspects of due process and the rights of children as defined in the Mills Case.

2. To improve the quality and scope of Special Education services by planning with area institutions of higher learning an on-going, comprehensive program of in-service courses designed to enable participants to enhance their competencies and meet certification requirements.

3. To provide leadership training for Special Education administrators to increase competencies in both educational and management techniques.

Staff Development: Priorities and Approaches (continuation)

4. To provide initial orientation and on-going staff development for teachers, aides, and other personnel planned and conducted in-house by area coordinators, building administrators, or discipline supervisors, e.g., Learning Centers, School Based Program, etc.

5. To provide a cooperative training program with parents to ensure close cooperation between home and school in the education of exceptional children.

D. OBJECTIVES OF SPECIFIC PROGRAMS RELATED TO GOALS - 1972 - 73

1. Due Process and the Rights of Children

   a. Objectives:

      (1) To provide information to operating officers, principals, and other administrators on the legal aspects of educational decisions with emphasis on the child-parent right to due process under the law and the responsibility of school personnel to guarantee a quality public school education to each exceptional child.

      (2) To orient operating officers, principals, and other administrators to the implications of the Mills Case and the new thrust affecting their roles as educational leaders.

      (3) To orient all staff of local school units to the implications of the Mills Case and due process.

   b. Participants:

      Group One - Operating officers, principals, and other administrators of the D.C. Public Schools.

      Group Two - All instructional personnel and other school staff.

Staff Development: Priorities and Approaches (continuation)

c. TIME FRAME:

September - October 1972: Workshops to be held for all participants in Group One on a regional basis, and completed by the end of October.

(1) Workshops to be held from 2:30 - 4:30 p.m., on days and dates to be determined.

(2) Each participant to attend two workshops to complete a total of 4 hours of instruction.

December 15, 1972: Each local school administrator to present a plan for staff development for all professional staff within his local school unit (Group Two) regarding due process and the rights of children.

A total of four hours of instruction to be provided each staff member within a given local school unit.

June 1, 1973: By this date every administrator, principal, and member of the instructional staff of the D.C. Public Schools will have participated in orientation on the implications of the Mills Case.

September, 1972 - June, 1973: Department of Special Education will provide orientation to regular school personnel on the specifics of all programs and services supporting exceptional children within the regular school unit and will cooperate in seeking optimum placement and service for each child.

2. In-Service Training Program for Teachers

a. Objectives:

(1) To plan with local institutions of higher learning a program of in-service courses designed to improve the technical, attitudinal, and pedigogical skills of special education personnel.

(2) To provide a menu of offerings to enable selection in accordance with individualized needs of participants.

Staff Development: Priorities and Approaches (continuation)

b. Participants: Approximately 500 Special Education teachers

c. TIME FRAME: On-going training to be completed by August 31, 1973.

3. Staff Development for Specific Special Education Personnel

   a. Educational Aides:

      (1) Objective:

      To provide expanded training for educational aides to enhance skills and knowledges for maximum performance of services to classroom teachers and, therefore, children.

      (2) Participants: 76 educational aides

      (3) Program being developed with area institutions by program coordinator for aides.

      (4) TIME FRAME: To be completed by June 1, 1973.

   b. Special Education Administrative Personnel:

      (1) Objectives:

         (a) To provide administrators with basic techniques of public and business administration to increase supervisory and administrative efficiency.

         (b) To develop a team approach to the identification and solution of problems confronting the Department of Special Education.

         (c) To provide leadership training to increase administrative effectiveness.

      (2) Participants: 50 Special Education administrators.

Staff Development: Priorities and Approaches (continuation)

the parents of handicapped children and the Department of Special Education.

(2) To educate parents to the needs of their children and to enlist their support in planning strategies to meet these needs.

(3) To enable parents to participate in educational strategies planned for their children through training techniques and methods designed to provide carry-over into the home environment.

(4) To involve parents in all planning for, and implementation of, educational programming for their children.

b. Participants: Parents of handicapped children

c. Program: Parent involvement to emanate from specific areas or program (e.g., Learning Centers); supervisors, Special Education school principals and teachers to contribute on a regional basis planning to meet the unique needs of each situation.

d. TIME FRAME: To be on-going throughout year.

E. CONCLUSION

The appendix also contains abstracts for the five training institutes conducted for Special Education and other school personnel at four local educational facilities during the summer of 1972.

It also contains details of suggested staff development programs which may be considered for implementation during the school year 1972-73.

Particular attention is directed to the Institute on Education of Mentally Retarded Children and Youth which began with a three-week summer workshop, and will be an on-going program throughout the school year, 1972-73, in the form of twenty-four additional sessions.

PART X

BREAKDOWN OF SPECIAL EDUCATIONAL SERVICES DELIVERED

At the end of the school year 1971-1972, a total population of 4,368 children and youth were being served in Special Educational programs in the local schools. An analysis of the population served is shown in the first column of the table below. Children then on the waiting list are shown in the second column. All were provided program assignments for the coming school year. As of July 13, 1972, a population of 618 additional children had been identified as in need of special educational services and had been assigned to appropriate programs, as indicated in the third column.

LEVEL	PROGRAM TITLE	SERVED AS OF JUNE 19, 1972	ASSIGNED AS OF JUNE 19, 1972	ADDITIONALLY ASSIGNED JULY 13, 1972
II	School Based Program	2595	476	213
	Crisis Resource Program		97	105
	Guided Group Interaction			30
III	Mobile Diagnostic Team	277		
	Mobile Crisis Team		90	84
	Itinerant Vision	53		
IV	Visiting Instruction Corps	161		
V	Learning Center	24		
	Military Road (Included in Special Stations)			5
	Simon			10
VI	Special Stations	424		
VII	Jackson School Center for the Visually Impaired	18	5	2

LEVEL	PROGRAM TITLE	SERVED AS OF JUNE 19, 1972	ASSIGNED AS OF JUNE 19, 1972	ADDITIONALLY ASSIGNED JULY 13, 1972
	Sharpe Health Center for Physically handicapped	240	19	70
	Intervention Center (Morse)	45	53	
	Pierce School Center			8
	Centers for the TMR	388	85	10
	Grant School for the Hearing Impaired	33	23	15
	Blair Sheltered Workshop Center			3
VIII	Mental Health Stations	110		
IX	Tuition Program all categories			63
	TOTALS	4368	848	618

PART XI

COST ANALYSES

The special education budget for 1972-1973 is organized according to programs offered in the department. Internal budget closure by individual programs is shown with the following information available:

Personnel Costs (professional and nonprofessional)

Ancillary Costs (travel, supplies, materials, equipment, books)

It is possible to gather budget information according to disability categories also. That is, by combining costs for Crisis Resource, Guided Group Interaction, and Mobile Crisis from page 6 with those for Mental Health Stations,page 14, and Morse Crisis Intervention Center, page 15.the cost of the delivery of services for behaviorally problemed children can be determined. Additional costs by categories can be obtained in the same manner.

Several factors have contributed to determination of areas for budget increases. Major increases are found in the following four areas:

1. School based programs
This year's thrust and administrative charge is to integrate as many special education children as possible into the mainstream of education. Special Education will provide support at the local school level rather than serve the student in an isolated setting.

2. Webster Girls' School
Although girls who become pregnant may remain at their home school, increasing numbers of them elect to receive individualized educational and medical attention in a specialized program. Webster provides pre-nata and follow-up adjustment services which include child care during the post-natal transition period.

3. Medical screening and health services
Plans are being developed in conjunction with the Department of Human Resources to provide a program of early identification and prevention for young children entering school. This program will alert authorities to possible difficulties, trigger a plan of invidual assistance, and provide documentary information for follow-up services. The program is included

in the Mobile Diagnostic Team budget on page 8 of Appendix F. See also Appendix E which delineates other school health services.

4. Tuition program

It is anticipated that tuition requests will increase as a result of the recent court decree. For this reason tuition resources have been bolstered.

The special education budget was not decreased this year. Specific programmatic changes occurred which required budget adjustments. And, for example, the shaving of forty (40) positions from an original submission of one hundred sixty (160) positions necessitated retooling certain programs.

Budget inadequacy will still be felt this year. Major concerns are in the areas of staff development, the tuition program, and student placement services. Although they are provided for to the extent possible, it is hoped to offer stronger support another year.

The complete budget may be found in Appendix F.

APPENDICES

A. Rights and Procedures
(Communication to Parents)

B. Abstract of Summer 1972
Staff Development
Activities and
Suggested Outlines

C. Certification Licenses
for Teachers
of Special Education

D. Monthly Report
of Special Education Services
Delivered to Schools

APPENDIX A

(SPECIAL EDUCATIONAL PLACEMENTS)

RIGHTS AND PROCEDURES

In order to secure the rights of due process established by the D.C. Board of Education, the following information is being provided.

(1) You and your child have a right to a hearing before a Hearing Officer.

(2) Your child is eligible to receive, at no charge, the services of a Federally or locally funded diagnostic center for an independent medical, psychological and education evaluation. We will inform you of such agencies.

(3) As parent or guardian you have the right to be represented at the hearing by legal counsel; to examine the child's school records before the hearing including any test reports upon which the proposed action may be based; to present evidence, including expert medical, psychological and educational testimony; and to confront and cross-examine any school official, employee, or agent of the school district or public department who may have evidence upon which the proposed action was based.

(4) The hearing shall be at a time and place that is reasonably convenient.

(5) The hearing shall be scheduled not sooner than twenty (20) days waivable by parent or child, nor later than forty-five (45) days after receipt of a request from the parent or guardian.

(6) The hearing shall be a closed hearing unless the parent or guardian requests an open hearing.

(7) The child shall have the right to a representative of his own choosing, including legal counsel. If a child is unable through financial inability to retain counsel, then attempts will be made to seek voluntary assistance from agencies including the Neighborhood Legal Services organization, the Legal Aid Society, the Young Lawyers Section of the D.C. Bar Association, and any other available source.

(8) The decision of the hearing officer shall be based solely upon the evidence presented at the hearing.

(9) A tape recording or other record of the hearing shall be made and transcribed and, upon request, made available to the parent or guardian or his representative.

(10) At a reasonable time prior to the hearing, the parent or guardian or his counsel shall be given access to all public school system and other public office records pertaining to the child including any tests or records upon which the proposed action may be based.

(11) The parent or guardian or his representative shall have the right to have the attendance of any official employee or agent of the public school system or any public employee who may have evidence upon which the proposed action may be based and to confront and cross-examine any witness testifying for the Public School System.

(12) The parent or guardian, or his representative, shall have the right to present evidence and testimony including expert medical, psychological and/or educational testimony.

(13) Within thirty (30) days after the hearings the hearing officer shall render a decision in writing. Such decision shall include findings of fact and conclusion of law and shall be filed with the Board of Education and the Department of Human Resources and sent by registered mail to the parent or guardian and his counsel.

(14) Pending a determination by the hearing officer, no action will be taken in regard to the proposed educational placement if the child's parent or guardian objects to such action. Such objection must be in writing and postmarked within five (5) days of the date of receipt of notification.

APPENDIX A

RIGHTS AND PROCEDURES

(Disciplinary Actions)

In order to secure the rights of due process established by the D. C. Board of Education, the following information is being provided:

1. You and your child have a right to a hearing before a Hearing Officer.

2. If you feel that your child requires special education services, your child is eligible to receive, at no charge, the services of a public or private agency for a diagnostic medical, psychological or educational evaluation. You will be informed of such agencies.

3. As parent or guardian you have the right to be represented at the hearing by legal counsel; to examine the child's school records before the hearing including any tests or reports upon which the proposed action may be based; to present evidence; and to confront and cross-examine any witnesses ro any school officials, employees or agents who may have evidence upon which the proposed action may be based.

4. The hearing shall be at a time and place that is reasonably convenient.

5. The hearing shall take place within four (4) school days of the date upon which written notice is given, and may be postponed at the request of the child's parents or guardian for no more than five (5) additional school days where necessary for preparation.

6. The hearing shall be a closed hearing unless the parent or guardian requests an open hearing.

7. Your child is guaranteed the right to a representative of his own choosing including legal counsel. If a child is unable, through financial inability, to retain counsel, then attempts will be made to seek voluntary assistance from agencies including the Neighborhood Legal Services organization, the Legal Aid Society, the Young Lawyers Section of the D. C. Bar Association and any other available source.

8. The decision of the Hearing Officer shall be based solely upon the evidence presented at the hearing.

9. The Public School System shall bear the burden of proof as to all facts and as to the appropriateness of any disposition and of the alternative educational opportunity to be provided during any suspension.

10. A tape recording or other record of the hearing shall be made and transcribed, and upon request made available to you, or your representative.

11. At a reasonable time prior to the hearing, you or your representative, shall be given access to all records of the Public School System and any other public office pertaining to the child, including any tests or reports upon which the proposed action may be based.

12. The parent or guardian or his representative shall have the right to have the attendance of any official employee who may have evidence upon which the proposed action may be based and to confront and cross-examine any witness testifying for the Public School System.

13. The parent or guardian, or the child's representative, shall have the right to present evidence and testimony.

14. Pending the hearing and receipt of notification of the decision, there shall be no change in the child's educational placement unless the principal (responsible to the Superintendent) shall warrant that the continued presence of the child in his current program would endanger the physical well-being of himself or others. In such exceptional cases, the principal shall be responsible for insuring that the child receives some form of educational assistance and/or diagnostic examination during the interim period prior to the hearing.

15. No finding that disciplinary action is warranted shall be made unless the Hearing Officer first finds, (by clear and convincing evidence,) that the child committed a prohibited act upon which the proposed disciplinary action is based. After this finding has been made, the Hearing Officer shall take such disciplinary action

as he shall deem appropriate. This action shall not be more severe than that recommended by the school official initiating the suspension proceedings.

16. No suspension shall continue for longer than ten (10) school days after the date of the hearing, or until the end of the school year, whichever comes first. In such cases, the principal (responsible to the Superintendent) shall be responsible for insuring that the child receives some form of educational assistance and/or diagnostic examination during the suspension period.

17. If the Hearing Officer determines that disciplinary action is not warranted, all school records of the proposed disciplinary action, including those relating to the incidents upon which such proposed action was predicated, shall be destroyed.

18. If the Hearing Officer determines that disciplinary action is warranted, he shall give written notification of his findings and of the child's right to appeal his decision to the Board of Education, to the child, the parent or guardian, and the counsel or representative of the child, within three (3) days of such determination.

19. An appeal from the decision of the Hearing Officer shall be heard by the Student Life and Community Involvement Committee of the Board of Education which shall provide the child and his parent or guardian with the opportunity for an oral hearing, at which the child may be represented by legal counsel, to review the findings of the Hearing Officer. At the conclusion of such hearing, the Committee shall determine the appropriateness of and may modify such decision. However, in no event may such Committee impose added or more severe restrictions on the child.

APPENDIX A

(The Hearing Officer and Procedures)

Qualifications

1. The person must be an employee of the District Government but not an employee of the Public School System.
2. The person must possess a high degree of professional competence in education generally, and special education specifically.
3. The person must be highly competent in contemporary theory and practice of special education.
4. The person must possess the qualities of honesty, integrity and objectivity in judgment.

Job Description

The Hearing Officer shall:

1. decide on the merits of the placement based on the evidence presented at the hearing;
2. determine the suitability of the proposed educational placement in the case of special education placement;
3. determine the commission of the alleged prohibited act(s) in the case of suspensions based on discipline, and the appropriateness of the disciplinary action;
4. determine whether disciplinary action is warranted. If he determines that disciplinary action is warranted, he shall give written notification of his findings and of the parents' right to appeal his decision to the Student Life and Community Involvement Committee of the Board of Education within three (3) days of such determination. Such notification shall be given to the child, the parent or guardian, and the counsel or representative of the child.
5. make his determination within thirty (30) days of the completion of the hearing; and
6. not recommend disciplinary action that is more severe than that recommended by the school official initiating the suspension proceedings.

Compensation

The Hearing Officer will be compensated at a rate of $100.00 per cumulative eight hours or pro/rata part therof. His hours shall be from 9 a.m. through 9 p.m. inclusive, based on each individual hearing.

Procedures

To establish a hearing the following steps or procedures shall be followed:

1. The parent will receive in detail the proposed placement or proposed disciplinary action and notification of a right to a hearing.

2. If there is parental objection to the proposed placement or disciplinary action, parents shall mail to the Special Assistant to the Superintendent for the Waddy Decree, a letter of objection and a desire for a hearing.

3. Parents will receive by mail, notification of the name and location of an independent assessment agency.

4. In coordination with parents, the Department of Pupil Personnel Services and the Department of Special Education, the Special Assistant to the Superintendent for Waddy Decree will establish a hearing date, time, and location.

5. The Special Assistant to the Superintendent for the Waddy Decree will notify parents of the date, time and location for the hearing.

6. The Hearing Officer to sit for the hearing will be notified by the Special Assistant to the Superintendent for the Waddy Decree of the date, time and location of the hearing.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

SPECIAL ASSISTANT TO THE SUPERINTENDENT WADDY DECREE

As a result of the decision by Judge Joseph Waddy in the Peter Mills et al v. Board of Education of the District of Columbia et al. the position of Special Assistant to the Superintendent for the Waddy Decree was created. This position deals mainly with the implementation and monitoring of compliance in the above cited case. The duties of this position are:

1) to serve as advisor to the Superintendent of schools for implementation of the decree

2) to coordinate service delivery between the Public Schools Department of Pupil Personnel Services, Department of Special Education and the District of Columbia Department of Human Resources

3) to lend technical assistance to school personnel in interpreting and implementing the decree

4) to serve as liaison to the Corporation Council Office

5) to perform other duties as necessary.

APPENDIX B

ABSTRACTS OF SUMMER 1972 TRAINING INSTITUTES

1. INSTITUTE ON THE EDUCATION OF MENTALLY RETARDED CHILDREN AND YOUTH

Dates: Summer Institute - July 10 to July 28, 1972 (3 weeks) plus 24 sessions during the school year 1972-73

Contractor: Howard University
Department of Special Education
Washington, D.C.

Participants: 100 teachers of the mentally retarded

The program objectives for this institute focused on 9) the physiological, psychological, and social aspects of growth and development of the retarded child 2) diagnosis and evaluation 3) teaching methodologies and techniques 4) problems and issues related to the education of retarded children and youth.

The three-week summer session will be followed by twenty-four 2 1/2 hour sessions during the school year 1972-73 in which groups of participants will meet to consider their immediate and critical needs in the day-to-day education of their students.

Each participant will receive 12 hours of graduate credit for the full year's work. To obtain credit, participants must attend one of the three-week summer sections and the twenty-four sessions during the school year 1972-73.

2. INSTITUTE ON PSYCHO-EDUCATIONAL INFORMATION ON EMOTIONALLY DISTURBED CHILDREN

Date: July 10 - August 4, 1972 (4 weeks)

Contractor: Howard University
Department of Special Education
Washington, D.C.

Participants: 24 principals, assistant principals, social workers, psychologists

The purpose of this institute was to provide educators with greater insight and understanding of the psycho-educational needs of emotionally disturbed children and how best to meet those needs in the educational setting of the urban community.

The major objectives of the program were to 1) develop insight and understanding of emotional disturbance and its effect on the child 2) instill fundamental knowledge of the psycho-educational needs of the emotionally disturbed child 3) provide an overview of pertinent educational principles relating to specific approaches 4) furnish experiences in educational evaluation and remediation 5) train professionals to assume responsibility for continuation, expansion, and improvement of programs for the emotionally disturbed child 6) provide a plan for dissemination of information.

Each participant received 6 hours of graduate credit upon satisfactory completion of the institute.

3. INSTITUTE ON PSYCHOEDUCATIONAL INFORMATION ON EMOTIONALLY DISTURBED CHILDREN

Date:	July 10 - August 4, 1972
Contractor:	Child Development Center Howard University Washington, D.C.
Participants:	24 Teachers

The institute provided opportunities for participating teachers to observe and interact with groups of emotionally disturbed children on a one-to-one adult-child relationship during morning sessions involving three classrooms of children ages 3 - 11 grouped according to age and functional ability. There was strong emphasis on psycho-educational assessment of emotionally disturbed children with opportunities provided for each participant to observe and interact with a child who was being assessed by the Child Development Center specialist in terms of psycho-educational abilities.

Afternoons were devoted to lecture-seminars with opportunities for questions and discussion. Learnings concerning the disturbed child and the assessment of psycho-educational abilities and potentialities which he possesses were presented through a multidisciplinary approach.

4. INSTITUTE ON CHILDREN WITH LEARNING DISABILITIES

Date: June 19 - July 28, 1972 (6 weeks)

Contractor: Kingsbury Lab School in cooperation with
District of Columbia Teachers College

Participants: 14 Teachers - divided in 2 groups as follows:
8 Novice Teachers
6 Experienced Teachers
5 Teacher Aides
(Limited to Participants in Title I Schools)

The operational plan for this institute was built around daily practical experience for participants who worked with students with learning disabilities in a variety of settings. They prepared materials and mastered techniques which can be put to immediate use in their classrooms during the school year 1972-73. Each group of participants worked in reading and mathematics skill areas specific to their needs.

5. INSTITUTE ON EDUCATIONAL ASSESSMENT OF CHILDREN WITH SENSORY DISORDERS: BLIND AND HEARING-IMPAIRED

Date: June 19 - July 28, 1972 (6 weeks)

Contractor: Federal City College
Department of Communication Sciences
9th and G Place, N.W.
Washington, D.C.

Participants: 24 Teachers of the Visually and Hearing Impaired

Through this institute, an effort was made to concentrate on updated methodologies for the teaching of the visually and/or hearing impaired child. General sessions of interest to both areas were held in the morning. Such topics as child development, nature and acquisition of language, language of the black community, psychological and educational appraisal were studied. Afternoon sessions were divided according to the area of participant specialization - vision or hearing - and concentrated on material specific to each area.

OUTLINE OF SUGGESTED STAFF DEVELOPMENT ACTIVITIES

1. Due Process and the Rights of Children

A. Objectives:

1. To provide information on the legal aspects of educational decisions with emphasis on the child-parent right to due process under the law and the responsibility of school personnel to guarantee a quality public school education to each handicapped child.
2. To enable local school units to select a representative group to be responsible to that unit as a resource team in the area under study (e.g. legal processes).

B. Participants:

3 representatives from each elementary school
6 representatives from each Junior High School
10 representatives from each Senior High School
3 representatives from each Vocational High School
3 representatives from each Special School
All special education personnel

Total number of participants by category:

1. D.C. schools:			
Elementary	135 (schools) x 3	= 405	
Junior High	30 (schools) x 6	= 180	
Senior High	11 (schools) x 10	= 110	
Vocational Ed.	5 (schools) x 3	- 15	
Special Schools	4 (schools) x 3	= 12	
			622
2. Parochial			
Elementary	25 (schools) x 3	= 75	
Private Elem.	5 (schools) x 3	= 15	
Special Institutes	2 (schools) x 3	= 6	
Private Institutes	1 (school) x 3	= 3	
High Schools	8 (schools) x 10	= 80	
Private	7 (schools) x 10	= 70	
			249
3. Special Education personnel		500	500
Total Participants			1,371

C. Time Frame and Methods:

4 meetings of 2 hours each
Decentralized into 4 regions accommodating 343 participants per region (1,371 divided by 4)
Each region divided into 3 units of 115 participants (343 divided by 3)
Each unit to receive 4 sessions of training
Each region to receive a total of 12 sessions (3 units x 4 sessions)
Total sessions for city: 12 sessions x 4 regions = 48

D. Estimated cost:

Consultants @ $100 per session (48 x $100.00)	= $4,800.00

2. In-Service Training Program for Teachers

A. Objectives:

1. To plan with local institutions of higher learning a program of in-service courses designed to improve the technical, attitudinal, and pedigogical skills of special education personnel.
2. To provide a menu of offerings to enable selection in accordance with individualized needs of participants.
3. To encourage areas, disciplines, and/or schools to explore their needs and select pertinent offerings to improve the quality and scope of individualized services.

B. Suggested Courses

1. Mental Hygiene in the Classroom
2. Behavior Modification and Classroom Management
3. Survey of Exceptional Children
4. Self-concept Enhancement for Black Children
5. Diagnosis and Remediation of Learning Problems
6. Case Study: Methods and Procedures
7. Case Study: Approach to Achievement Motivation and Behavior Management

C. Participants

500 Special Education teachers

D. Time Frame and Method

7 two hour courses each semester of which three would run double sections (see above for suggested courses). Maximum of 50 enrollees per course.

APPENDIX C

CERTIFICATION OF SPECIAL EDUCATION TEACHERS

In June of 1971, the Board of Education approved new licenses for teachers of special education. Requiring much more specific training in the fields of exceptionality, these licenses demonstrate the commitment of the Board and the school system to providing the best possible teachers for exceptional children.

The licenses could not be made retroactive, but special education teachers already in the schools are being encouraged to qualify. A checklist of the new requirements for certification was given to each teacher.

Copies of the licenses and the checklist follow.

LICENSE IV. ELEMENTARY SCHOOLS, JUNIOR HIGH SCHOOLS, SENIOR and VOCATIONAL HIGH SCHOOLS -

SALARY CLASS 15

Teachers of Special Education

Class 1. Teachers of special education - kindergarten and grades 1-6 inclusive:

A bachelor's degree from an accredited college; and a sequence of courses in education successfully pursued as part of or in addition to the work for the degree and representing a definite program of preparation satisfactory to the Chief Examiner, for teaching in the area of special education in elementary schools.

Courses must be offered in the following fields:

- Survey of the education of exceptional children
- Psychology of exceptional children
- Introduction to teaching in urban elementary education
- Educational psychology
- Sociology of urban youth
- The teaching of reading
- Curriculum planning and content
- Observation and student teaching in elementary schools

Not less than eighteen(18) semester hours in specific area of specialized education, satisfactory to the Chief Examiner. These are areas of specialization: Mentally retarded; hard of hearing; deaf; visually handicapped; behavioral disorders including seriously emotionally disturbed; physically handicapped including the crippled and other health impaired; minimal brain dysfunction (learning disabilities); and multiply-handicapped.

One (1) year of successful teaching experience under adequate supervision in the elementary schools of an accredited school system may be offered in lieu of the observation and student teaching.

Class 2. Teachers of special education classes - Junior High School:

(1) A bachelor's degree from an accredited college conferred as the result of a four-year professional course of study in secondary education, satisfactory to the Chief Examiner.

* Introduction to teaching in urban secondary education
* The teaching of reading
* Sociology of urban youth.

Courses must be offered in the following fields:

* Survey of the education of exceptional children
* Educational psychology
* Curriculum planning and content
* Observation and student teaching in junior high schools or observation and student teaching in the ninth or tenth grades in the senior high schools, satisfactory to the Chief Examiner.

Not less than eighteen (18) semester hours in the specific area of special education, satisfactory to the Chief Examiner.

These areas of specialization are:

* Mentally retarded
* Hard of hearing
* Deaf
* Visually handicapped
* Behavioral disorders (including seriously emotionally disturbed)
* Physically handicapped (including the crippled and other health impaired, minimal brain dysfunction (learning disabilities)
* Multiply-handicapped.

APPENDIX C (continuation)

One (1) year of successful teaching experience under adequate supervision in the secondary schools of an accredited school system may be offered in lieu of the observation and student teaching.

- OR -

(2) A bachelor's degree from an accredited college; and a sequence of courses in education successfully pursued as a part of or in addition to the work for the degree and representing a definite program of preparation, satisfactory to the Chief Examiner; for teaching in the area of special education in junior high schools.

- * Introduction to teaching in urban secondary education
- * The teaching of reading
- * Sociology of urban youth.

Courses must be offered in the following fields:

- * Survey of the education of exceptional children
- * Educational psychology
- * Curriculum planning and content
- * Observation and student teaching in junior high schools or observation and student teaching in the ninth or tenth grades in the senior high schools, satisfactory to the Chief Examiner.

Not less than eighteen (18) semester hours in the specific area of special education, satisfactory to the Chief Examiner.

These areas of specialization are:

- * Mentally retarded
- * Hard of hearing
- * Deaf
- * Visually handicapped
- * Behavioral disorders (including seriously emotionally disturbed)

- Physically handicapped (including the crippled and other health impaired, minimal brain dysfunction (learning disabilities)
- Multiply-handicapped.

One (1) year of successful teaching experience under adequate supervision in the secondary schools of an accredited school system may be offered in lieu of the observation and student teaching.

Class 3. Teachers of special education -
Senior and Vocational High Schools:

A master's degree from an accredited college; and a sequence of courses in education successfully pursued as part of or in addition to the work for the degree and representing a definite program of preparation, satisfactory to the Chief Examiner, for teaching in the area of special education in the senior and vocational high schools.

Courses must be offered in the following fields:

- Survey of the education of exceptional children
- Psychology of exceptional children
- Materials and methods of teaching exceptional children in secondary schools
- The teaching of reading
- Sociology of urban youth
- Introduction to teaching in urban secondary education
- Observation and student teaching in senior or vocational high schools.

Not less than eighteen (18) semester hours in specific area of special education, satisfactory to the Chief Examiner.

APPENDIX C (continuation)

These areas of specialization are:

- * Mentally retarded
- * Hard of hearing
- * Deaf
- * Visually handicapped
- * Behavioral disorders (including seriously emotionally disturbed)
- * Physically handicapped (including the crippled and other health impaired minimal brain dysfunction (learning disabilities)
- * Multiply-handicapped.

One (1) year of successful teaching experience under adequate supervision in the senior high schools or vocational high schools of an accredited school system may be offered in lieu of the observation and student teaching.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Personnel Services
Division of Special Educational Programs
Requirements For Certification Checklist
Presidential Building
415 - 12th St., N.W.
Washington, D.C. 20004

GENERAL REQUIREMENTS

______Birth Certificate
______Character References
______Transcript of Master's Degree
______Chest X ray
______Satisfactory rating on Oral Examination

______Citizenship
______Transcript of Bachelor's Degree
______Pass the Physical Examination
______Pass the Physiology and Hygiene Examination

A bachelor's degree from an accredited college; and a sequence of courses in education successfully pursued as a part of or in addition to the work for the degree and representing a definite program of preparation, satisfactory to the Chief Examiner, for teaching in the area of special education.

COURSE REQUIREMENTS

______Educational Psychology
______The Teaching of Reading
______Sociology of Urban Youth
______Curriculum Planning and Content
______Psychology of Exceptional Children
______Child Development or Child Psychology
______Corrective and Remedial Techniques of Reading
______Survey of the Education of Exceptional Children
______Introduction to Teaching in Urban Elementary Education
______Introduction to Teaching in Urban Secondary Education
______Observation and Student Teaching in Secondary Schools
______Observation and Student Teaching in Elementary Schools
______Materials and Methods of Teaching Exceptional Children in Secondary Schools
______Materials and Methods of Teaching Exceptional Children in Elementary Schools
______Not less than eighteen (18) semester hours in specific areas of specialization satisfactory to the Chief Examiner.
These areas of specialization are:
  ______Deaf
  ______Hard of Hearing
  ______Mentally Retarded
  ______Physical Handicapped
  ______Multiply-Handicapped
  ______Visually Handicapped
  ______Behavioral Disorders/Emotionally Disturbed
  ______Minimal Brain Dysfunction/Learning Disabilities

Provided, that one (1) year of successful teaching experience under adequate supervision in the elementary or junior high schools of an accredited school system may be offered in lieu of the observation and student teaching.

George A. Campbell
Assistant Superintendent
Personnel Services

M. Julian West
Assistant Superintendent
Special Education

APPENDIX D

Monthly Report of Special Educational Services Delivered to Schools

In order to monitor effectively the delivery of special educational services, each school will submit a monthly report of the services received.

The completed forms will be sent to the Departments of Research and Evaluation who will compile and analyze the data. They will submit this report each month to the Deputy Superintendent for Educational Programs and Administration of School Units, to the operating Assistant Superintendents and to the Department of Special Education.

Copies of the form follow.

Public Schools of the District of Columbia
Department of Special Education
Program Services and Needs Survey Form
(Data as of last school day in month)

Name of School________________

Month of________________

Level	Program Title	Number of Students Served by Type of Program 1/																								No. of Different Children Served	Number of School Based Staff Members	Identified Needs for Program					
		Pre-School				Kindergarten				Grades 1-6				Junior High School				Senior High School				Non-Graded						Number Awaiting Diagnosis			Awaiting Placement		
		C	N	D	T	C	N	D	T	C	N	D	T	C	N	D	T	C	N	D	T	C	N	D	T			C	N	T	C	N	T
A	1. High Impact Pre-School																																
I	2. Educational Assessment Team																																
II	3. School Based Program																																
	4. Crisis Resource Program																																
	5. Guided Group Interaction																																
III	6. Mobile Diagnostic Team																																
	7. Mobile Crisis Team																																
	8. Itinerant Vision																																
IV	9. Visiting Instruction Corp																																
V	10. Learning Center																																
	TOTALS																																

1/ C = Continuing
N = New
D = Discharges
T = Total

Signature of Principal________________

Date________________

(Continued on page 2)

(Original revised 9/72)

Public Schools of the District of Columbia
Department of Special Education
Program Services and Needs Survey Form
(Data as of last school day in month)

Name of School____________

Month of____________

		Number of Students Served by Type of Program 1/																										[illegible]					
Level	Program Title	Pre-School				Kindergarten				Grades 1-6				Junior High School				Senior High School				Non-Graded				No. of Different Children Served	Number of School Based Staff Members	Number Awaiting Diagnosis			[illegible]		
		C	N	D	T	C	N	D	T	C	N	D	T	C	N	D	T	C	N	D	T	C	N	D	T			C	N	T	C	N	T
	11. Military Road																																
	12. Simon																																
VI	13. Special Stations																																
VII	14. Webster School for Girls																																
	15. Jackson School Center for the																																
	Visually Impaired																																
	16. Sharpe Health School																																
	Center for Physically Handicapped																																
	Nurse Crisis																																
	Intervention Center																																
	TOTALS																																

1/ C = Continuing
N = New
D = Discharges
T = Total

Signature of Principal____________

Date____________

(Continued on page 3)

(Original revised 9/71)

Public Schools of the District of Columbia
Department of Special Education
Program Services and Needs Survey Form
(Data as of last school day in month)

Name of School________________

Month of________________

Level	Program Title	Number of Students Served by Type of Program 1/																								No. of Different Children Served	Number of School Based Staff Members	Number Awaiting Diagnosis			[illegible]
		Pre-School				Kindergarten				Grades 1-6				Junior High School				Senior High School				Non-Graded									
		C	N	D	T	C	N	D	T	C	N	D	T	C	N	D	T	C	N	D	T	C	N	D	T			C	N	T	
I	Pierce School Job Development and																														
	Evaluation Center																														
	Centers for the TMR																														
	Grant School Ctr for the Hearing																														
	Impaired																														
	Blair Sheltered Workshop Center																														
III	Mental Health Station																														
	Tuition Program																														
	TOTALS																														

1/ C = Continuing
N = New
D = Discharges
T = Total

Signature of Principal________________

Date________________

(Original revised 9/72)

APPENDIX E

HEALTH SERVICES

The program for health services for students in the D.C. Public Schools is of particular interest to the Board of Education. To mitigate any circumstances in which a child's ability to learn is hampered by a remediable physical condition, the Board is applying the sum of $200,000 to be administered by the School Health Services of the Department of Human Resources. It is anticipated that this service will be taken over by that agency in the earliest possible budget.

This Appendix includes the overview of health services for all school children to establish the framework within which additional services are provided for children in special education.

DEPARTMENT OF HUMAN RESOURCES OVERVIEW OF THE SCHOOL HEALTH PROGRAM

PROGRAM RESPONSIBILITY

The School Health Program in the public school is a joint responsibility of the Department of Human Resources and the Board of Education. The Department of Human Resources has the major responsibility for providing health services and the Board of Education provides a healthful environment and health education.

GOALS

The over-all goal of the health services is to provide a program for the promotion of optimum health in the student in order for maximum function at his or her fullest potential in total life experiences, of which the learning process is a major one. In order to meet this goal, the program intends to appraise, protect, and promote optimum physical and mental health of the pupil by:

A. Prevention, early detection, follow-up, and correction of physical and mental health problems.

B. Prevention and early control of communicable diseases.

C. Provision for safe and adequate emergency care of sick and/or injured pupils.

D. Identification of pupils needing educational programs adapted to health needs.

E. Development of appropriate health and educational procedures to meet individualized and group health needs.

Specific objectives whereby the over-all goal is accomplished are to:

1. Maintain a health profile record on all children.
2. Insure that all children entering the school system have an initial examination.
3. Provide for referral and follow-up on all detected defects.
4. Provide vision screening for students in all selected grades, (Pre-kindergarten, kindergarten, first, second, third, fifth, seventh, ninth, and eleventh grades.)

DEPARTMENT OF HUMAN RESOURCES

OVERVIEW OF THE SCHOOL HEALTH PROGRAM

GOALS

5. Provide hearing screening for students in grades one, three, seven, and ten.

6. Assist in providing for emergency first aid in schools.

7. Provide physical examinations for athletic participation.

POPULATION

All children and youth enrolled in public and parochial schools are eligible for health services provided to these schools. Services designated for specific target groups are as follows:

1. Initial health appraisals - All children new to the school. pre-school, kindergarten, first, seventh, and tenth grades, and special classes.

2. Referral examinations- All Children in any grade presenting a problem.

3. Yearly health appraisals in special classes, such as

    a) Severely mentally handicapped
    b) Sharpe Health School
    c) Other

4. Screening examinations

    a) Height and weight - yearly, on all.
    b) Vision - grades: Pre-school-kindergarten, kindergarten, first, second, third, fifth, seventh, ninth, and eleventh.
    c) Hearing - grades: first, third, seventh, and tenth.
    d) Other - as selected, and/or indicated.

        1) Dental
        2) The testing
        3) Phonocardioscan
        4) Urinalysis for bacteriuria
        5) Podiatry

DEPARTMENT OF HUMAN RESOURCES

OVERVIEW OF THE SCHOOL HEALTH PROGRAM

PROBLEM DEFINITION AND SCOPE

There are a large number of pupils enrolled in schools who have not received health care because of:

1. Lack of medical personnel and supportive services to provide for the detection of defects through a health evaluation of a medically indigent school population.

2. Lack of follow-up to obtain the corrections or modification of identified defects.

Causes related to the problems are as follows:

1. Lack of health, and health related services to pre-school children.

   a. School is not the entry point for health care.
   b. Health care must be provided at the community level from birth.
   c. By the time a child enters school, health assessment should have been continually on-going with any needed correction started and continued as indicated by the condition.

2. Lack of a sufficient capability to identify children with health problems and refer and follow-up.

3. Lack of parental involvement in detection and follow-up of health problems.

MEDICAL AND NURSING SERVICES

The current activities of the school health program in finding and correcting health defects are relevant to the problem described above. Since physicians and nurses are crucial to this aspect of the program, the following comments are directed to the medical and nursing services.

There have been changes in the program in the past year based on:

1. A decrease in available resources to provide service in schools.

2. Attention to the needs presented and the resources for meeting needs in the school community.

3. Providing for health care to designated neighborhoods through the Neighborhood Health Centers.

DEPARTMENT OF HUMAN RESOURCES

OVERVIEW OF THE SCHOOL HEALTH PROGRAM

MEDICAL AND NURSING SERVICES

This has resulted in several models of service:

1. Physical examinations in the schools.

2. Physical examinations in the Neighborhood Health Centers.

3. Screening of children through the Children's Hospital Learning Research Unit with the Department of Human Resources staff as a part of the team.

The school physician is part-time in the school health program with three-hour daily sessions weekly, bi-monthly, or monthly.

Our experience with assignment of school physicians to Neighborhood Health Centers has resulted in these conclusions:

1. The assignment of the physician in the center must provide for flexibility in schedule so there may be assignment in the school when indicated as well as in the clinic. This service is predicated upon nursing follow-up in the school and includes contact with the parent.

2. A full-time school physician located in the Neighborhood Health Center with adequate nursing back-up in the school can provide adequate and supportive health service to an appropriate number of assigned schools. This number will depend upon the size of the schools and the health needs of the community served. Our present experience in the one such assignment indicates a maximum total of 12 to 14 assigned schools, including one junior high school.

3. Part-time school physicians in a Neighborhood Health Center contribute to the school services by providing for routine examinations and some acute care. However, there must be nursing back-up in schools to assure follow-up on appointments with parents.

4. Schools not relating to a Neighborhood Health Center or Clinic service should have a school physican assignment for routine appraisals and referrals. This is done to the extent that staff is available.

The school nurse is the pivotal figure in the program. There is a difference in the staffing pattern in the elementary and secondary schools. The secondary schools hace full-time coverage whereas the elementary school have a public health nurse assigned part-time as a part of her generalized nursing duties. Since the problems differ in the two age levels, nursing time is used differently. For example, the secondary school nurse does all of the hearing screening and first aid, and is in constant attendance in the health suite for all presenting problems.

Approximately twenty elementary schools have an additional nursing service through the assignment of a para-professional, the school health aide. This aide is supervised in nursing duties by the school nurse.

These aides are full-time and support professional services by:

1. Providing 100% of the first aid in the school where they are in residence;
2. Assisting the physician in the physical examination and in follow-up;
3. Doing vision screening;
4. Assisting in other screening and immunization programs;
5. Keeping health records;
6. Counseling and assisting in health education.

Although the role of the doctor and nurse and the services related thereto are emphasized at this time, there are other health services provided by the Department of Human Resources that have a direct relationship to the total program of health services. These are:

Accident Prevention Services
Dental Health "
Health Education "
Mental Health "
Nutrition "
TB Control "
VD & Communicable Disease "

Responsibility for the environment resides with schools. Assistance is obtained from the Department of Environmental Services and coordinated through the Department of Human Resources.

MAGNITUDE OF THE PROBLEM

Although the school population may show a decrease, the need for health services is not decreasing. It is anticipated that as more people are reached with health services, including prevention, earlier detection and correction of defects, and more health education, there will eventually be less need for service because of healthier population. However,

DEPARTMENT OF HUMAN RESOURCES

OVERVIEW OF THE SCHOOL HEALTH PROGRAM

MAGNITUDE OF THE PROBLEM

this is not immediate. At present, because of the backlog of unmet needs, the problem continues to be of sufficient magnitude to warrant on-going planning for care.

CURRENTLY ANTICIPATED PLANS FOR SCHOOL HEALTH SERVICES

The general outline of services for the school year 1972-73 follows:

1. Initial Health Appraisals

   a. All children and youth entering school for the first time must have evidence of physical examination and a source of medical care.

      School support is needed to assist in making this a firm policy that can be implemented.

   b. The parent would be required to present a statement from the doctor on the specific form provided for this.

   c. Students entering with no physical examination must have them completed by November 1.

   d. Students who have not had a physical examination by November 1 should be reviewed and classified by health personnel using specific guidelines as follows:

      1) "Little or no risk"

         Follow-up would receive low priority but would be done.

      2) "High risk"

         Follow-up would receive high priority.

School Health services will provide for a physical examination:

1) When parents can not possibly obtain one otherwise.
2) Health problems of such nature that the aide or nurse finds it desirable to have this reviewed by the school physician.

All initial physical examinations are to be completed by December 15.

Appendix E

DEPARTMENT OF HUMAN RESOURCES

OVERVIEW OF THE SCHOOL HEALTH PROGRAM

CURRENTLY ANTICIPATED PLANS FOR SCHOOL HEALTH SERVICES

2. Referrals

   a. All children and youth, in any class, presenting a health problem may be referred for an examination. This may be to a clinical service or to the school physician, dependent upon the model specified for the individual school and the parent's participation.

3. Children in Special Education

   a. The school placement service of the School Health Division (DHR) reviews and evaluates all referrals for placement dependent upon a medical problem.

   b. On-going assessment will be provided for pupils in individual schools through a doctor-nurse team.

4. Screening Programs

   a. Vision screening will continue in K, 1,2,3,5,7,9,11 grades and all new to the school system. The addition of volunteer Red Cross aides in the program is probable.

   b. Hearing screening at 1st and 3rd grades is done with referrals accepted. Additional service is needed for pre-school and kindergarten. (additional technicians are needed for screening and follow-up)

   c. Other screening will be dependent upon needs and resources, and would include height and weight.

In order to fully implement the program as outlined above, the additional staff needed is:

1. 2 hearing technicians to provide the screening and follow-up.
2. Employment of full-time school health aides. Day to day accountability to the principal and technical supervision by the school nurse provides these advantages:
   a. The expense for the paraprofessional is less and she frees professional time for professional duties.
   b. A health person is in residence to do first aid.

c. Clerical and clinical duties are covered, as related to the health program.

d. Vision screening can be done by the aide and can assist in hearing screening, also.

e. Referral and follow-up is done and the aide can provide a liaison between school, health service, and the home.

Approximate Cost of Additional Staff:

2 Hearing Technicians,	GS-5	@ $7,319	$ 14,638
80 Health School Aides,	GS-3	@ $5,524	442,000
		Approximate Total	$ 456,638

COMMUNITY PARTICIPATION

The school health services with its charge of responsibility for the public and parochial schools should relate to all community health services for additional support. Other agencies and services can act in conjunction with the Department of Human Resources in the health care of school enrollees. This is currently being done in Children's and George Washington Hospitals and further community participation will be explored. We anticipate that this will lead to a multiplicity of programs. However, with adherence to the responsive basic over-all objectives and policy, together with planned, documented program review by the school health services, problems can be resolved. Hence, all health programs must be coordinated within the Community Health Services Administration in the Department of Human Resources, together with approval by the Board of Education before submission for institution within the school.

I. Blanche Bourne, M.D.
Consultant, School Health Program
7/20/72

PLANNING FOR HEALTH SERVICES IN SPECIAL EDUCATION

Conferences have been held with the Chief of School Health Services and various representatives from that Department. Certain services will be provided as delineated. In addition new health positions are budgeted by Special Education. Fiscal responsibility for these positions should be taken over by DHR Department of Public Health in 1973-1974.

D. C. DEPARTMENT OF PUBLIC HEALTH
SCHOOL HEALTH PROGRAM

SCHOOL HEALTH SERVICES FOR CHILDREN IN SPECIAL EDUCATION

Certain procedures and policies in school health services for children in classes for the severely mentally retarded have been in effect since September, 1967. Beginning with the school year 1972-1973, these will be extended to apply to all children in special education.

I. General procedures in a summary of medical information.

A. On entrance to a class for children in Special Education a summary of the medical information will be a part of the cumulative record and made available, with the cumulative record, to the school physician and school nurse.

1. The cumulative record will be available to the health team at all times when it is necessary for them to have information contained therein.

B. If the child is new to the school and is being considered for placement, the medical information will be requested by the Office of Special Education as a procedure in the placement process.

C. All medical information obtained prior to placement by the Office of Special Education will be forwarded by that office to the school where the child is enrolled.

D. If the child is not new to the school and no medical information is available from Special Education and none is in the cumulative health record, the school physician and nurse will obtain parental consent to request information from the child's physician or clinic. A form for securing the consent for release of information is available.

II. Health appraisal

A. The school physician has a definite role in the health services to these children. The school physician will evaluate the pupil yearly and upon referral as indications arise.

1. All children new to the school are to have a physical examination.

B. Information is to be obtained from the parent about the health status of the child at the beginning of each school year.

1. A form letter to the parent is provided together with a yearly Report Form.

2. This procedure can emphasize the need for yearly evaluation and follow-up of the child's health by their source of care.

C. Time will be scheduled for conferencing with parents about the health of their child during the school year.

1. If the child is not under care, all effort must be made to obtain a source of medical care for yearly follow-up.

III. Hearing

A. Hearing screening must be done prior to placement in special education classes. It is recommended that this be done in an audiological facility and where possible, puretone audiometry should be done.

B. In addition, puretone hearing screening shall be done annually in severely mentally retarded classes, and in other cases when indicated.

IV. Vision

A. Visual screening will be done by the nurse or health aid on the same schedule as in regular classes. Instructions and assistance will be given by the conservation of vision specialist.

B. Where a valid test can not be obtained, the child is to be referred to existing community resources for a professional eye examination.

C. Failures are referred by the procedure used in all classes.

V. Dental

A. The need for increased dental services for these children is recognized. The screening program in the schools includes children in special education classes.

B. Some limited dental care is available through the Dental Clinics.

C. The Crippled Children's Program and the Dental Clinic will work to develop additional services with treatment resources.

VI. Health Education

A. Health education should be stressed on a level that will be meaningful. For example, the older girl has a definite need for information that she can understand in relation to menstruation. Personal hygiene is important as an on-going subject in special education.

B. The curriculum does provide for health education. The staff at the Mental Retardation Clinic can serve as a resource for information and materials for continued education in health for these pupils.

VII. The role of the school physician

A. The school physician must become involved as a resource for this group of children. They generally have multiple problems and needs and their families are subject to many stresses and feelings of inadequacy.

B. The school physician will expand his role as examiner, consultant and communicator with other health agencies to make meaningful appraisals and recommendations for the child in special education.

C. The responsibilities at the time of health appraisals:

1. Reports of the following will be obtained by the school nurse or health aid for review:

    a. Summary of medical history
    b. Last physical examination
    c. Last hearing and vision test
    d. General appraisal of home and parent-child relationship
    e. Any other information pertinent to the health evaluation

2. The school physician is responsible for reviewing the health record and doing health appraisals yearly and as the need arises.

3. The doctor assists the nurse in discussing and interpreting the health problems of the children with school staff, and schedules conferences as needs arise.

4. When physician contact is necessary with parents to consult on needs and problems, this will be done with the nurses' knowledge.

5. The physician will provide a supportive or direct role in consultation with other health care facilities concerning the pupil.

6. He records on the school health record pertinent data, findings and observations. The continuation sheet is provided for this.

VIII. The role of the school public health nurse

A. The school nurse has definite responsibilitie in relation to the total care of the school child in special education. Because of severe restrictions in available nursing staff at this time, much of this work may be done by the Health Assistant.

1. Assists in case-finding.

2. Obtains and summarizes current medical and developmental information about the child and current information about the family's situation.

3. Shares information with team members and participates in joint planning.

4. Assists the family to follow through with recommendations for care.

5. Assists the teachers, as requested, with health education materials, information and the like.

B. The nurse's role in the individual evaluation of each child in special education classes at the beginning of the school year:

1. Obtains current information about the following:

    a. medical status

    b. home situation including parent-child relationship and ability of family to follow through with recommendations.

2. Assists in screening for vision.

3. Shares information with and obtains information from the health team and school personnel.

4. Records pertinent information on the health record and nursing record.

C. The nursing or health aid responsibilities at the time of health appraisal include:

1. Schedules child and parent to be seen by the school physician.

2. Shares information with the doctor, teacher, and others involved in relation to:

    a. Summary of medical history
    b. Last physical examination
    c. Screening results of vision, hearing and dental survey
    d. Appraisal of the home situation

3. Confers with the parent in conjunction with physician to:

    a. Assist parents with recommendations for referral when indicated on follow-up appointments, medication or other treatment.

    b. Provide support and assistance to the family in the care of the child as indicated.

4. Compile all pertinent information and record in summary as indicated on the school health record and nursing record.

D. When the nurse has difficulty in assisting parents with the follow-up of recommendations, it is her responsibility to call on other team members to review the situation and to plan a new course of action to assist the parents.

In addition to the School Health Services now available for children in Special Education the following positions are requested to extend services in 1972-1973:

I. One (1) Coordinator of medical facilities and activities in Special Education.

GS-14 (Half-time)-Medical Consultant; Starting salary $10,980 (1/2 of $21,960) mid-scale. The responsibilities of this consultant will be to coordinate and implement an effective medical program in the Special Education Schools and the Special Education Classes in the regular Schools. The responsibilities will entail periodic visits to all Schools involved in Special Education and the conducting of team conferences relating to existing problems of children in Special Education.

II. Nine (9) paraprofessional health aides for Special Education Schools.

GS-4 (Full time) starting salary $6,544.00; median $7416.00.

(Career mobility must be possible commensurate with qualifications and excellent performance of duties and responsibilities.)

A. The health aides will be assigned to schools according to special education needs.

B. The school aide assigned to a School will work under the technical supervision of the Public Health Nurse and the day to day administrative supervision of the principal of the school. The Principal and the District Supervisor should be in agreement with the assignment of responsibilities to school aides and should work closely together to avoid misunderstandings that could lead to unnecessary problems.

1. Areas of Responsibilities assigned to the School Health Aides

The aide assists members of the School and Health team to perform certain tasks essential to the School Health Program. These are activities related to:

a. Emergency care for illness and injuries
b. Screening programs scheduled for Special Education children

c. Assisting nurse or physician with health appraisals
d. Recording certain information on the pupil's medical record and other health records
e. Assisting with follow-up procedures
f. Improving communication between the health team and school staff
g. Improving communication with children and their families

Days of the week: Monday - Friday
Hours: 8:15 a.m. - 4:45 p.m.

III. One (1) Hearing and Vision Technician GS 5 (full time)
Starting salary, $7,319 - median salary $8,295

A. The Hearing and Vision Technician will be responsible for hearing and vision screening and follow-up on all children in Special Education.

General Administration

The recruitment and salaries of the Professional medical consultant and the ten (10) paraprofessional aides should be handled through contractural arrangements with the Department of Human Resources. Precedence for this action has been set with the ten (10) current health aides paid for by Title I.

Assignment:

A breakdown of the enrollment figures for 1971-1972 would serve to fully justify these aides. Assignments should not be made on those figures, however, since Special Education classes and services are being reorganized, and many more schools will be involved. A possible division might be four (4) aides to Special Education school, and five (5) to divide the special education population in regular schools. The effort will be toward as complete coverage as possible.

Orientation

In the implementation and effective participation of all School personnel in Special Education, a two hour morning orientation program will be arranged very early in the school year to include the involved principals, counselors and teachers. The objective of this orientation program is to establish understanding and cooperative efforts in the improved school health team approach in Special Education.

There will be on-going conferences during the school year among principals, counselors, nurses, physicians and paraprofessional aides concerning progress and existing problems of children in Special Education.